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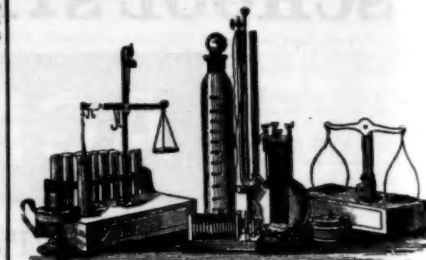
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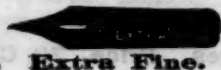
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WANTED.

THE world wants men—light-hearted, manly men—
Men who shall join its chorus, and prolong
The psalm of labor and the song of love.

The times want scholars—scholars who shall shape
The doubtful destinies of dubious years,
And land the ark that bears our country's good
Safe on some peaceful Ararat at last.

The age wants heroes—heroes who shall dare
To struggle in the solid ranks of truth;
To clutch the monster error by the throat;
To bear opinion to a loftier seat;
To blot the era of oppression out,
And lead a universal freedom in.

And heaven wants souls—fresh and capacious souls,
To taste its raptures, and expand like flowers
Beneath the glory of its central sun.
It wants fresh souls—not lean and shriveled ones;
It wants fresh souls, my brothers—give it thine!

If thou, indeed, wilt act as man should act;
If thou, indeed, wilt be what scholars should;

If thou wilt be a hero, and wilt strive
To help thy fellow and exalt thyself,
Thy feet at last shall stand on jasper floors,
Thy heart at last shall seem a thousand hearts,
Each single heart with myriad raptures filled—
While thou shalt sit with princes and with kings,
Rich in the jewel of a ransomed soul!

—ANSON G. CHESTER.

THE art of being understood is an exceedingly important one for the teacher. The repetition of words without knowing their meaning, is immoral in its tendency. "Reciting" has been the curse of a hundred generations of teachers. The doctrine that a child should commit sentences to memory in the hope that some time in the future the meaning of the words learned will be apprehended is extremely hurtful. Somebody has paraphrased General Dix's famous order, "If any man pulls down the American flag, shoot him on the spot," as follows: "If anybody removes the United States colors from the pole, enter complaint against him at the earliest convenience, and have him committed for trial at the next term of the supreme court of the county." The expression of Christ, "Are not two sparrows sold for a farthing? and one of them shall not fall to the ground without your Father," is inexpressibly forceful, but it has been changed as follows: "The feathered tribes are considered of small importance, and yet they share the protection of Providence." Look at the difference! Here is a story we read the other day, illustrating this point. Two famous English lawyers were Erskine and Balfour. Balfour's style was gorgeously verbose: Erskine's was crisp and vigorous. Coming into court one day, Erskine noticed that Balfour's ankle was bandaged. "Why, what is the matter?" asked Erskine. Instead of replying, "I fell from a gate," Balfour answered in his usual roundabout manner, "I was taking a romantic ramble in my brother's garden," he said, "and on coming to a gate I discovered that I had to climb over it, by which I came in contact with the first bar, and grazed the epidermis of my leg, which has caused a slight extravasation of the blood." "You may thank your lucky stars," replied Erskine, "that your brother's gate was not as lofty as your style, for you certainly would have broken your neck."

A teacher recently asked a youngster of twelve, "Do you comprehend the import of the Declaration of Independence?" "Yes, sir," he answered. "Well sir, what is it?" "I don't know," the boy blubbered. A young teacher asked a messenger boy in this city, "Please enlighten me as to the most expeditious route to take to reach the City Hall?" "What? the messenger drawled out. The question was repeated. "I don't catch on," the boy snapped out. Then the young miss talking Saxon-English said, "I want to get to the City Hall." "Then why didn't yer say so fust. Git on that car and go thar;" and she got ont hat car and went there.

CRAZY or foolish are the majority of our law-makers when they draw up bills relating to education. Just think of it! Here in New York it is proposed to establish four state schools to teach butter making! The author of this lunatic measure should be sent to an insane asylum forthwith. It is proposed to give free instruction, at the expense of the state to young men and women in the art of milking cows, making butter and cheese, and managing a dairy. Of course there is to be a company of salaried officials and a small army of under-workers, supported by the state. The lunatic who drew up the bill proposes that the butter and cheese produced at these schools shall be sold, and the proceeds paid into the state treasury!

IF a principal cannot be trusted he isn't fit for his place. It was said in the board of education two weeks ago that "some principals in this city are not faithful and good officers." Then why are they not dismissed? Has it come to this in New York City that legislation must be made in order to protect assistant teachers from the ignorance of their principals? Has the board no power over those whom it has put in power? But we do not believe that there are many principals in this city who are not more anxious to do their duty than the board is to have them. Much of the complaint against principals comes from the way they have been "used." They have not been trusted as they ought to have been. We are firm believers in the doctrine of trust, under proper checks and restrictions. But when these restrictions abridge personal freedom they become hindrances, and a hindrance is an obstruction.

SYSTEM is good, yes, necessary, but our system of education is bad—very bad. Iron clad courses of study and regulations produce machine-made pupils, who know a great deal according to the book, but very little according to common sense. It is impossible, as has been well said, to run a school like a grain elevator, where pupils can be put in one place and come out duly ground, sorted, weighed, and labeled ready for shipment at the other. During the past generation we have been running almost wild over courses of study, rules, arrangements, and regulation, and it is time to let these things have a rest and give some attention to the children. Education should fit pupils to live well, not to recite well.

"THAT child must be made to study," said a principal to an assistant teacher last week; and that child *was* made to study. The whip wasn't used because the board forbid it, but a long tongue was, and it wagged with terrific force and rapidity. The poor child cried at home, on the way to school, and at night, but *that child did study*. Study what? Diagramming, parsing, dates in history, rules in arithmetic, the spelling of words as meaningless as Chinese puzzles to her, but one thing is certain, *that child did study*. Was the process educating? We answer, No! Why, does some one ask? Because education is growth, and growth cannot be forced beyond natural limits. It is not necessary for that child to learn diagramming, parsing, dates, and words, but it is necessary that she should be quick and accurate in seeing, hearing, smelling, tasting, feeling, handling, and doing things. It is also necessary that she be able to express the results of sense impressions in an intelligible way. It is necessary that she should be truthful, kind, and helpful, and that she be loving in all her relations to others; in other words, it is necessary that she should have a good character, and characters are not made out of the kind of medicine this principal ordered. The ruin caused by following wrong educational ideals will never be known until the final day of summing up comes around.

PROFESSOR HADLEY in his address to the Yale alumni, in Boston, this week, said that in former days, when he went to the president's office he usually found him reading "Kant's Critique of Pure Reason." Now, when he calls on President Dwight he is quite likely to find him studying "The Financial Chronicle." Nothing shows more forcibly the influence that has changed college presidents from teachers into financial agents and administrative executives. Dr. Dwight was wise when he stipulated that he should be left in free possession of all the time he needed, in order to attend to the non-scholastic duties of his office.

THE ELEVATION OF TEACHERS.

This is the end and aim of all normal schools. Superficial educators think that it can be accomplished by the marking system. We do not believe it. The marking system has had its day, and deserves to be relegated to an era of the past. We do not need to know exactly how one teacher stands in comparison with another teacher, or to post up in a conspicuous place the exact status of each teacher in the public employ; there is not only nothing gained by this, but much lost—much precious time and many delicate and sensitive feelings. It is necessary that those in charge of schools should know what teachers are doing, but it is not necessary that this be reported to the world. One radical defect with the plan proposed by the board of education is that, essentially, the marking system is preserved. Of course there but two grades, one "standard" and the other "maximum." But this is really nothing more than a phase of the method which the board of education in this city recently condemned.

We are sorry that the board of education cannot take advanced ground and sweep the whole marking system into the vortex of everlasting oblivion. Let it rest. It has had its day, and we might as well understand first as last that its usefulness is at an end. While we have not agreed with much that Com. Holt has said and done in the New York board, we certainly do agree with him that "exact definition of the classification required for the two classes would be difficult, and that different persons who make the different juries would have different ideas, and the final action by which the classification of these teachers is determined would be made by a committee who may not be experts." We do trust that the board of education, before taking any final action in the system of marking, will earnestly consider whether it is not making a great mistake in continuing any method that makes public comparisons. In the language of a witty author, "comparisons are odorous."

UNNAMED HEROES.

Not all the heroes are in regulation uniform. They are often found in narrow streets and inside of poor clothes. The daily press tells us that the other night, in this city some young men were coming out from a brilliantly lighted cafe, and stopped in the shelter of the doorway to button up their coats and to raise their umbrellas, for the rain was pouring down. A little wretch stood shivering and dripping on the sidewalk, trying to protect his half dozen papers from the wet under his ragged jacket. One of the young men took the whole bundle away from him, and giving him a handful of small coins told him to go home to bed. The urchin looked at the money a moment and then turned to hurry away, but he met a cripple who was leaning up against a post, the rain pouring down upon his uncovered head, as he held his hat out unnoticed to those who were hurrying by. The newsboy was on the run when he reached the beggar, but he drew up suddenly picked out two nickels from the pile, still clutched in his hand, and dropping them into the hat sped on again. The men looked at one another stupidly. One of them said something in an undertone. Then they all went up together to the venerable cripple, and giving him a handful of cash sent him home with a happy heart. Who was the hero—the poor ragamuffin, wet to the skin who had compassion on the poor beggar, or the tony young men whose pockets full of cash were not much lowered by the few dimes they gave away? There is a good lesson here for pupils to learn. Tell it, teachers!

PRAY.

The first week of this year was a notable one—it was the week of prayer. A day was fixed for praying for institutions of learning—all schools and colleges. It is estimated that at least three-fourths of all the public school teachers are professedly Christian men and women, and that in the secondary schools and colleges, one-half of the students are such. In many towns the pupils and teachers went to the place of prayer on the day set apart for schools, and joined in the effort to draw Divine blessing on the educational work.

What a noble object! It is worth while for the teacher daily to set apart a moment in the school-room, as classes are coming or going, to lift his thought to Heaven. "Heavenly Father, bless all of this group of children!" It ought to be firmly impressed on his mind that the machinery of the schools can be brought under Divine control. Under the teacher's influence it may

yield something, under Divine influence it will yield abundantly.

Let not the teacher fail to pray without ceasing for Divine help in his school-room. The work in which he is engaged he may be sure will interest every celestial being. How many fathers and mothers are there who remain anxious about their children? Who is there then that has not been a child and seen the hazards and the needs of a child? Besides there are many in Heaven who have been teachers here on earth. The prayers of all these have long since reached the ear of the Father, and predisposed him to listen to the requests of the leaders of the earthly bands of children.

What is most essential is that the teacher feel that he is sure to have Divine help if he ask for it. Teacher, ask daily and hourly for Divine help. Do not neglect this most important part of your duty.

Mary Lyon, whose fame as a teacher will live long on the earth, often said, "I accomplish much by prayer. No teacher can rightly teach who does not pray for his pupils."

We have the right to feel that increased interest in the welfare of the children is the result of prayer. Let us take courage to use this power; let us make the school-room a place of prayer.

By this we do not mean that the exercises should be changed—but that the teacher silently and steadily ask Divine blessing on his work.

THE COLOR LINE.

As time passes on the color line is becoming more and more difficult to draw. An example of this recently occurred in Jamaica, Long Island. Last week a teacher informed Supt. Ballard that she had reason to believe that there were two negro children in her class. When questioned they said that their mother was a colored woman, and so they were sent to the school provided for children of their own race. The day after another teacher told the superintendent that she had a brother of the boys sent home, in her class. His astonishment can be imagined, when he found that this boy had a light complexion, and straight brown hair. The day after another brother was found, and he had carrot red hair! Here were four boys in one family, two colored, and two white. The mother is evidently a Caucasian. Here is a puzzle, surely, and we are not astonished to learn that Supt. Ballard is at a loss to know what to do. To which school shall the two dark-complexioned boys go? The Jamaica board of education has a very delicate question on its hands. Colored pupils must go to the colored schools, but are these children colored? There's the rub. This question is likely to arise more frequently in the future than in the past, and boards of education must be prepared to meet it.

SCHOOLMASTERS' ENGLISH.

Is there such a thing as "schoolmasters' English"? Mr. A. S. Hill, who is an authority worth heeding, tells us there is. He defines it as "the dialect of men and women whose business keeps them in close relations with young minds, and who, being to a great extent cut off from intercourse with the world outside the school room, are apt to attribute undue importance to petty matters, to insist upon rules in cases where the best usage leaves freedom of choice, to prefer bookish and pompous ways of putting things to easy and natural ones." In another place he refers to "schools conducted on the principles held by Dickens' Mrs. General; schools where one is expected to say, 'come hither,' instead of 'come here,' or 'whence did he come?' instead of 'where did he come from?'" He scores well the fussy hypercriticism of those teachers who "insist that the relative *that* should be used, instead of *who* or *which*, when the relative clause serves to restrict the meaning of the antecedent, and that *who* or *which* should be used instead of *that*, when the relative clause adds something to the meaning of the antecedent, or explains it; and yet the best authorities from Addison to Anthony Trollope obey no such rule, but are guided by the ear in their choice between *who* or *which* and *that*. A distinction is set up in the schools between *each other* and *one another*, according as the reference is to two, or to more than two persons; and yet scarcely a good author can be found who does not use the two forms interchangeably. Another article of the schoolmaster creed holds that a sentence should never end with a preposition, as if the most idiomatic writers, the writers easiest

and most agreeable to read, did not abound in such sentences." Mr. Hill denounces the attempt on the part of teachers to teach stilted modes of expression rather than natural ones. He gives this conversation between two school girls:

"I have been trying for years to say 'I rose at seven,' instead of *got up*: *got* is such a horrid word."

"Do you say *retire* instead of *go to bed*?"

"Oh, yes; I have been taught to avoid common expressions."

If these strictures had appeared in the JOURNAL, there would be letters of indignation, and "please stop my paper." There would be protests against these remarks as being "attacks on the teacher." Not so very long ago a principal in this city criticised the JOURNAL's use of the expression, "I have got a book." The JOURNAL proposes no standard but that of the writers of good English.

RAILROADS AS EDUCATORS.

Railways are good educators and teachers. The king of Belgium favors the adoption and immediate commencement of work on a railroad on the Congo. It is intended to connect the two navigable portions of the great river. This river is deep, and has sufficient water for the world's greatest ships for hundreds of miles from its mouth, but here there is a break after which its head waters are deep enough for one hundred and fifty miles.

The projected railway will connect the two navigable parts, and will open a way into the very heart of the dark continent, will facilitate commerce and exploration, and destroy the slave trade and cannibalism. These are the fruits of mission enterprise. But for Livingstone, they would not have been even the fancies of a dream.

Railroads are winding about all over the earth's surface. The only places where they are not now, or are not projected, are over the icy floes of the North pole. A railroad within the Arctic circle is the latest sensation. The survey is to be made through western Siberia, and the extreme north of Russia. It will begin by the river Obi and will terminate at a harbor on the Waigatz sea. This will bring the great wheat crops of western Siberia into London, the world's market. These are good facts for the geography class.

A NEW YORK CITY SCHOOL.

While most of the school buildings of this city are as well appointed as is possible in such a crowded city as this, yet there are a few that are a disgrace to civilization; and Grammar School No. 69, in West Fifty-fourth St. is one of them. The committee of the Ladies' Health Protective Association recently found that on one floor in a main room there were six classes making nearly 500 children, all engaged in recitation, and producing so great a din that it was impossible to determine what each class was reciting. The committee put questions to the pupils, and in answers to them the pupils said that many of them were subject to frequent headaches, attributed to the over-crowded class-rooms and the strained attention which was required on account of the noise in the room. In the playground, at recess, the committee ascertained that there were 1,100 scholars. The room used as a playground is dark. Two small class-rooms that were formerly in use on the playground floor have been condemned, but the committee ascertained that one of these continues to be used for primary children. The playground and the entire building was subject to the odors of the closets, which were not in a respectable condition. In the rear of the school there is an air space of less than fifteen feet and on the other side of this is a stable.

If this description is true, the board of education is guilty of great negligence in not attending to the lives and health of the unfortunate teachers and pupils who are obliged to remain month after month in such unwholesome surroundings.

SUPT. WILL S. MONROE, of Eureka, Nevada, is a member of the faculty of the Pennsylvania Summer School of Methods, and will accordingly spend his summer vacation in his native state. He will doubtless return in time to attend the Pennsylvania State Teachers Association, and perhaps in season to attend the New York State Teachers' Association, since he was an interested member of that organization last year.

It is not so very many years ago that it was heresy to even think that a boy or girl could learn to speak good English, unless he had learned the rules of grammar. When William Wood attacked the teaching of formal grammar in the New York City schools, a cry of holy horror rose. The quotation that best describes the effect on the teachers is Milton's celebrated line, "At once there rose so wild a yell." But Mr. Wood was not discouraged, and grammar was stricken from the grammar school course. Now Mr. A. S. Hill tells us that grammatical accuracy is to be attained by example rather than precept; in fact that we learn to speak and write as we learn to walk, that children use bad English, not because they have not studied grammar, but because they hear bad English spoken.

In Utica, N. Y., a law suit is in progress over a catalogue of 35,000 stars. Dr. Peters, of Hamilton College, claims one that Prof. Borst of Johns Hopkins University says he has made. The latter says there are 3,000 large manuscript pages, each covered with fine penmanship; 1,784 of these pages are the work of Prof. Borst, and 1,883 are the work of his sisters, Emma and Lucy Borst. The catalogue contains 35,000 definite star positions. Of these positions, 23,368 were reduced by Emma Borst. The annual precessions of all these stars are in the work. In obtaining them, Emma Borst made 35,071 computations, of which sixty could be accomplished by an experienced mathematician in a good day's work. This work was begun by Prof. Borst and his sisters in the spring of 1885, and completed after three years of continuous labor.

THE summer school for teachers at Glens Falls, N. Y., will open July 30, 1889, and continue three weeks. Supt. Thomas M. Balliet is announced to teach psychology and arithmetic, Supervisor R. C. Metcalf language and grammar, and Alexander E. Frye geography. The other instructors and lecturers announced are Prof. E. Benjamin Andrews, Dr. Edward W. Bemis, Dr. Edward E. Sheib, Prof. C. L. Woodworth, Prof. John F. Woodhull, H. P. Smith, Lyman D. Smith, Principal W. J. Ballard, Sarah L. Arnold, A. E. Winship, May Mackintosh, Bertha Kuhn, and Jerome Allen.

A CIRCULAR has been laid on our desk stating that a library association of this city will furnish any educational monthly free to its members—who are to pay in \$3.00 to be members!! This will not work. We advise teachers to steer clear of this and all such associations. Any teacher can buy books of any dealer in this city at just as good a discount as he can get through this association. Look out for these membership schemes. Join your reading circle and help that. If you want a magazine, club with the paper you take, and you will get a discount. All subscriptions taken for our papers by unauthorized agents will have to pay us full rates.

ONE of the daily papers referred to the school commissioners as "Wielders of the Birch." It was meant to be funny; but what have they to do with the "birch"?

MR. GEORGE W. CABLE was seen the other day in a Chicago hotel. He appeared ill at ease, says a Chicago Times writer, and walked up and down the rotunda, taking short, spasmodic strides, rubbing his hands nervously together; his black beard was cut short, and his frock coat was buttoned as tightly as the vestment of an Episcopal clergyman. A soft felt hat was perched jauntily on his left ear, and from outside appearances only, it would have taken more than a Yankee to have guessed that the nervous little man was the author of some of the most pleasing stories and sketches in the English language.

PROFESSOR ELISHA GRAY remarks that electrical science has made a greater advance in the last twenty years than in all the 6,000 historic years preceding. More is discovered in one day now than in a thousand years of the middle ages. We find all sorts of work for electricity to do. We make it carry our messages, drive our engine, ring our door-bell, and scare the burglar; we take it as a medicine, light our gas with it, see by it, hear from it, talk with it, and now we are beginning to teach it to write.

A WITTY friend says that some of his assistant teachers are so fond of trimmings and finery that they even have their tempers ruffled once in a while. We extended to this unfortunate principal our sincerest sympathy, but were unable to offer him any assistants.

THE REV. EDWARD EVERETT HALE wants the government to pension all teachers who have faithfully served for fifty consecutive years. That generosity would not deplete the treasury seriously.

IN his report for the year ending November 30, 1888, President Jos. C. Hendricks, of the Brooklyn board of education urges the issue of bonds for the increase of school accommodations, especially in the wards remote from the river, in which the population is increasing rapidly. The growth of the city also renders the appointment of more assistant superintendents necessary, in order that the schools may be under thorough supervision from the central office. On account of the better education and training of the teachers, the president thinks that some of the heads of the departments might be dispensed with, and two more assistant superintendents appointed.

JOHN CRAWFIS, a farmer of Blanchard township, Ohio, in order to perpetuate his name built a handsome college building on his farm, which is fifteen miles from any town, and he has no money left to support an institution.

CLARK UNIVERSITY.

It is understood that the scope of Clark University will be much different from that of an ordinary college. In fact, for the present, at least, there will be no academic course in Clark University. Its aim will be to meet the need of graduates of other colleges who wish to pursue studies in special branches to the full extent of the world's attained knowledge. Special attention will be paid to the various branches of manual, medical, and physical science. It is hoped and expected that Clark University will eventually be able to furnish to advanced students facilities for study and original research fully equal to those of the best German universities. The university will be opened to students next October.

AN EXAMPLE OF AVERAGE INTELLIGENCE.

Passenger to a drummer—Do you recognize that gentleman seated further up the car? He is one of the greatest travelers in the country. I don't know how many times he crosses the ocean every year.

Drummer—You don't say so! I never saw him before in my life. What's his name?

Passenger—James Russell Lowell.

Drummer—James Russell Lowell, eh. What line of goods does he sell?

A LOCAL GEOGRAPHY LESSON.

The state of Minnesota has a geography of its own, but it doesn't altogether suit Minneapolis. The sin it commits is in printing the following catechism:

"What sort of a city is Minneapolis?"

"A manufacturing city."

"What sort of a city is St. Paul?"

"A commercial city."

"Why is it more of a commercial city than Minneapolis?"

"Because it's the head of navigation on the Mississippi river."

"Can steamboats come to Minneapolis?"

"No."

"Why not?"

"Because St. Anthony Falls stops them."

Concerning this, the *Minneapolis Tribune* thus preaches:

This sort of teaching would be amusing, if it were not so grievously wrong. It is at least half a generation behind the time, and is not only based upon a misconception of the facts, but is also disloyal in its results, if not in tendency. If the teacher considered it worth while to ask "why St. Paul is more of a commercial city than Minneapolis," why did she not ask the correlative question, viz: Why is Minneapolis more of a manufacturing city than St. Paul? The whole discourse is a mixture of perverted facts and antiquated theories. We do not want that kind of stuff crammed down the throats of our children, and trust that our efficient and faithful superintendent will take the steps necessary to stop it.

The *Tribune* will suffer no nonsense. The honor of Minneapolis is too sacred to be trifled with in such a manner. A revision of the offending text-book is called for at once and, here it is:

What sort of a city is Minneapolis?

A manufacturing city.

What sort of a city is St. Paul?

St. Paul is a city of so little practical consequence, that it is useless for students to waste time in inquiring what sort of a burg it is.

Can steamboats come to Minneapolis?

Yes, if Minneapolis wants to have them come.

How so? Are not the falls of St. Anthony in the way?

The falls are in the way just at present, but if it suited her purpose, Minneapolis would have them removed further up country.

We trust the whole matter will be settled without precipitating a civil war. Such incidents are expensive and usually unsatisfactory.

ANOTHER INDUSTRIAL SCHOOL.

J. V. Williamson, the philanthropist, has completed the details for an industrial school and home for poor boys. He proposes to expend \$5,000,000 in the enterprise. The following board has been selected to control the institution: Lemuel Coffin, John Baird, John Wanamaker, Edward Longstreth, William Ludwig, James W. Brooks, and Harry C. Townsend. He recently explained his plans and showed how he proposed to expend the vast sum which he would devote to the purpose, and what the school would do for the poor and friendless boys who were growing up without a proper industrial training. He intends to erect a number of large buildings suitable for such an institution, and is anxious that they should be complete in every detail. He has informed the board that the plans were already in the hands of his architect, and that they would probably be finished in a few weeks. The selection of a board of trustees, Mr. Williamson thought, was an important matter, since his great age compelled him to rely mainly upon others.

OUR SCHOOLS MUST BE AMERICAN.

Hon. D. L. Kiehle, state superintendent of public instruction of Minnesota, in his report for the years 1887 and 1888, makes some plain statements in regard to what the schools should do towards imparting a knowledge of and a love for our institutions, which we are sure all patriotic Americans will heartily endorse. He says:

"Our common schools must be American. The time has come when the state must give additional emphasis to the importance of the common school as an ally of the state in training an intelligent and loyal American citizenship.

"There are three things that should be said of every good man: First, that he loves his home; second, that he fears God; and third, that he is a good citizen. The special training and instruction in the first two qualities are given in the home and the Christian church, and the public school must be so conducted that its spirit and instruction shall never be against, but always friendly and helpful to these two divine institutions of society. But to the public school is specially committed the training and instruction that belong to an American citizenship. The first requisite, then, is that they teach thoroughly the English language as the language of the country. * * *

"The youth of this country should be familiar with the great events of our history and the names of our patriots and statesmen whose courage and wisdom laid the foundation upon which we build.

"All this should be the basis of an intelligent loyalty to government, a culture of political morality, and a sacred discharge of political duties as citizens at the ballot, as jurors, and in official positions.

"It is necessary that public attention be called to this important service of the common schools, in view of the exceedingly large addition to our citizenship from foreign countries. The parents of foreign birth, with all their attachments to their fatherland, bring their children to America to share its liberties and the beneficence of its institutions. Their social and religious associations are among friends of their own language, and the common school is the only American institution within the reach of their children.

"I am of the opinion that greater care should be exercised in protecting our common schools from foreign influences. Localities have come to my notice in which the schools have taken on a style of speech and instruction that is, to say the least, not American. The English language is not intelligently spoken by teacher or pupils; American history is never taught, and American literature is carefully excluded. The songs of our country are never sung, and the flag of the nation is unnoticed. Communications come frequently to this department from citizens, native and foreign born, making complaint that their children are denied the privilege of an American school. They ask relief, but none can be offered with the present imperfect legislation."

THE TRAINING OF TEACHERS IN ONTARIO, CANADA.

By DR. E. A. SHELDON, Oswego, N. Y.

At a time when we are discussing the subject of a system of elementary training schools in our own state, it may not be uninteresting to learn something of the system of training schools in Ontario, Canada.

Of these there are three grades: the county model schools, of which there is one in each county; the normal schools, of which there are two in the province; and the collegiate institutes, of which there are five. Each county model school accommodates about thirty teachers in training. The training begins in September, and continues fifteen weeks. No pupil is admitted to these schools until he holds a third-grade non-professional certificate. To secure this certificate requires about the same scholastic knowledge necessary to matriculate in the arts department of any first class university, except that fewer languages are required. No one is allowed to teach on this certificate; it is only a passport to the elementary training schools.

The county model schools, of which there are something over fifty in the province, are designated by the county board of examiners, and are simply public schools with a sufficient number of children to give proper facilities for practice in teaching to the pupils in training.

The principal of this model school gives all the instruction to the class in principles and methods of teaching, and in school management. The criticisms are made by the teachers in the various rooms where the lessons are given by the pupils in training. The criticisms are made in writing, and are handed to the pupil and also to the principal of the school, together with the teacher's estimate of the character of the exercise. Each pupil is required to give at least thirty lessons during the term. At the end of this time, if the work is satisfactory, professional certificates are granted, which are good for three years and entitle the holders to teach in any of the public schools in the province. The age qualification for this certificate is seventeen for girls, and eighteen for boys. At the end of one year's service in teaching, if successful, they may be admitted into either of the normal schools. Should they not decide to enter a normal school they would be subjected to another third-grade non-professional examination at the expiration of their certificate, which would be repeated every three years. To avoid this trouble, they are inclined to enter the normal schools. This, however, requires an additional non-professional examination. This covers more ground than the examination for the third-grade certificate, and demands a much higher character of work. To the successful candidates a second-grade non-professional certificate is granted, which admits them to the normal schools.

The term of instruction in these schools is five months. With the exception of music, and perhaps one or two other special subjects, the teaching is all done by two instructors. As in the elementary training schools, this is supposed to be strictly professional, consisting of discussions of psychological and educational principles, and their application to teaching the various branches of study pursued in the public schools, as also the history of education.

School management and school government, of course, receive their due share of attention. During the term each pupil is required to give at least thirty lessons in the model school, which includes all grades of children from the kindergarten to the collegiate institutes or high schools. Some of these lessons are given in the lecture rooms of the normal school building, in the presence of the class and the professors, but for the most part they are given in the model school, under the criticisms of the teachers in this department.

Having completed this course of five months successfully, the pupils receive diplomas which are good for life, and are the second grade of professional certificates, and entitle them to teach in any of the public schools of the province, but not in the collegiate institutes or high schools.

Candidates for positions in the high schools are required to spend ten weeks in one of the five collegiate training institutes. To enter these, a first-grade non-professional certificate is required, or, at least a third year standing in an arts university.

The examinations for the C, or lowest, grade is exactly the same as the examination at the end of the first year in the arts in the university, with the exception that a very high percentage is required, much higher than is demanded of the ordinary student.

For the higher grades, B and A, special work is assigned from advanced years of the university course, and the candidate is allowed certain options as to lines of study to be pursued; for example he may elect pure mathematics or natural science.

These non-professional examinations are graded so as to require a year's study to pass from grade to grade, or subgrade; thus the student requires about four years to advance from the third-class non-professional to the first A non-professional, without attempting any other work. If candidates so prefer they may take two or even all of these non-professional examinations before attempting any of the professional examinations. As they are not admitted to these latter examinations before they are seventeen and eighteen years of age, as a matter of fact this is often done. Of these first-grade non-professional certificates there are three ranks; C, B, and A, depending on the character of the scholarship. The holder of the highest rank only is eligible to the position of county inspector, which answers to our school commissioner. The first-grade non-professional certificates do not entitle the holders to occupy positions as teachers unless accompanied by a first-grade professional certificate, which is obtained by a successful course of training in the collegiate training institutes. This certificate is obtained on passing an examination on a prescribed course of professional reading, and doing satisfactory work in teaching. There, as in the lower training schools, not less than thirty lessons in teaching must be given under criticism.

The holders of this first-grade certificate are eligible to positions as assistant teachers in the high schools, or in case of those who have the highest rank, grade A, to the position of county inspector. All candidates for the position of principal of a high school, must, in addition to this certificate, hold a university degree.

The first-grade certificate, however, does not entitle the holder to teach in any of the grades below the high school, or to be head master of a model school unless accompanied by a lower grade of professional certificate.

It will be observed that all of the training has been strictly professional, and that a high grade of scholarship is required; that no one can teach without he holds both a professional and non-professional certificate, nor can any one hold any official position in connection with the public schools as teacher, examiner, or supervisor who has not a high grade of professional certificate.

The cities of Toronto and Hamilton have special arrangements for the training of their teachers, beyond that afforded by the county model schools.

In Hamilton, especially, this work is very thoroughly done. Mr. S. B. Sinclair, a gentleman of rare qualifications, is employed to do this training, and devotes his whole time to it. While the requirements for this third-grade professional certificate demand but four months, and those pupils who are preparing to teach in the county schools, leave at the end of that time, those who intend to teach in the city remain a full year; and during the last half of the year the time is mostly spent in teaching under criticism.

In addition to this training for the public schools proper, in Hamilton, a competent person is employed to take charge of the training of kindergartners. Of the kindergartens there are ten, averaging about fifty children each. A paid teacher is employed for each, and she is assisted in her work by the pupils in training. Essentially the same plan is also pursued at the government normal schools, where kindergartners are also trained at the public expense.

It should be said that this training of teachers in all departments is free to all. No pledges to teach are required, and no restrictions are made as to the province or locality from which they come. A student from the United States, or from any other country, would have no tuition to pay, nor would any other conditions be imposed upon him that are not required of the residents of Ontario, although he would not be allowed to teach in Ontario without taking the oath of allegiance.

From the statements made it will be seen that the full time of professional training for a permanent certificate for teaching in the public schools is nine months, and for the high schools ten weeks. The time required for training kindergartners is two years. In cases where the pupils have had training for the public schools, the time is somewhat shortened.

The criticisms very generally made by the teachers and educational men of the province are, that the time given to training is too short, and in some way the training lacks efficiency. The scholastic or non-professional work they claim is very thoroughly done, but they do

not claim the same for the training work at the county model schools and the normal schools. Were it not for the additional expense, they would much prefer one year in each. The county model schools should be more directly under the control of the educational department and be more liberally supported by the general government. As it is, the general government appropriates but \$150 a year towards the support of each of these schools, and the county adds a like sum. Beyond this amount the expense of supporting the school falls on the district. The teachers are all appointed by the trustees (who are elected by the people without necessarily having any special fitness or preparation for their duties), and the educational department has no voice in the appointments of teachers. As already stated, these teachers are the instructors and critics of the teachers in training. A better plan would be to have the head master of the model schools appointed by the general government, and relieved from all class teaching, devote his entire time to the general supervision of his school, and the training of the student teachers. Such are the criticisms made by their own teachers, and certainly none are more competent to suggest improvements on their own plans.

VOCAL MUSIC IN THE PUBLIC SCHOOLS.

By PRINCIPAL GEORGE E. NICHOLS, Somerville, Mass.

I. Why it SHOULD be taught. II. How it SHOULD be taught. III. What kind SHOULD be taught?

I. *Why it should be taught.* (a) Because it touches the child on the ethical side of his nature. There is no art which appeals so strongly to the emotions as music. Patriotic songs arouse the listener to deeds of valor and to feelings of patriotism. Religious song stirs the soul to devotional feeling, and is productive of worship, hence its use in the churches. The tenderer emotions are aroused by such song as is written to lyric words and the whole nature made purer and better. Nothing appeals so much to the nobler elements in a man's character as the grand music of the oratorios, the religious music of the masters, the stirring strains of the operas, and, in a much less degree, the familiar hymns of the fireside. (b) Music helps much in the way of discipline in the public schools. It has been said by noted educators that it is easy to tell whether music is taught in the schools if the deportment of the children is carefully watched. Horace Mann used to say, "When your children are tired or nervous, do not scold them, but sing to them." The mother sings to the child in his cradle, crooning him to sleep. The teacher sings to the children in the primary grades, and has them sing in order that the hour may be brighter, and the exercises enlivened by such a pleasing feature. As a recreation purely, it aids very much in the discipline. As gymnastics break the monotony of the school period, so music comes in to brighten the dullness which often surrounds the ordinary work of the school-room. (c) Music has its value from a purely business side. It is an accomplishment for one to sing at all. It is a great accomplishment for one to be able to read music readily at sight, and to sing with good expression. Many children who could never have the benefit of private tuition, receive such training in the public schools as to start them in the way of earning a living. It is a fact that in Boston and other large cities, the choirs draw their voices from the public schools. The Handel and Haydn Society, the Boylston Club, and the Apollo Club, and many other private musical organizations in the city of Boston, recruit their numbers very largely from the ranks of the public schools. Surely a subject which touches the public generally on so many sides, should have its place in the school curriculum.

II. *How it should be taught.* Music is more analogous to language than to any other study in the school curriculum. It should, then, be taught like a language, and the method underlying the teaching of this subject applies to music. The first steps in music should be taken entirely by rote. By rote, we mean imitation after a good model. For rote work in music there is the best educational authority, and it is certainly a sound educational basis upon which the theory may rest. It is agreed by eminent psychologists that the faculties of the mind are opened, first, through sense perception, second, through sense conception, third, through the imagination, and fourth, reason. In the first stages of teaching any subject, then, the senses of the child are to be awakened so that he may through them perceive what he is to be taught. In the teaching of language, the mother begins with the child to associate words with familiar objects, until she builds into his mind a

vocabulary. This she does entirely through his senses. After she has built into his mind a sufficient vocabulary by means of qualifying words and simple action words, she teaches him to express his conception of things that he has perceived in correct forms. Later there comes the rule and compass of language, which is technical grammar, and afterwards rhetoric and logic, which are the higher forms. So the teacher, when the child first comes to school, introduces him to the object which is to be taught; namely, music. She proceeds, by giving him correct forms by rote or imitation, to build into his mind a musical vocabulary, and later in his course he is taught to recognize in written form what he has been taught orally. Pure rote work should be continued for the first six months of the child's course in the public schools. The scale itself is taught by imitation, the teacher giving the model in sound for the children to imitate. She sings one, two, one, the children imitating her; one, two, three, three, two, one, and so on through the scale, the children following her as nearly as they know how, until the intervals of the scale are worked thoroughly into the minds of the children. Not until the reasoning faculties are awakened, should the children be thrown upon their own resources. The author of the National Course has thought that about the third or fourth year of school life is a time when the children may take music entirely at sight, for now the reasoning faculties are awakened, and they are able to think and judge concerning the mathematical things of music. To reverse this order, and attempt to make children reason in the very first steps, is to violate the fundamental principles of all good teaching, and it should never be attempted. Dr. Marx, the celebrated author and educator, writes, in relation to rote singing, as follows:

"Genuine rote-singing implants at the beginning true musical impressions. It leads to a discrimination between a musical and unmusical style. A child will learn more easily, and enjoy better singing in a good than in a bad style, if he has right examples at the start. And it is obvious that where he receives the true idea at the very beginning, he is more likely to persevere from the love of it."

Matthew Arnold, Locke, Froebel, and Pestalozzi, have all recognized the value of imitation work, and have given it their sanction.

III. *What kind should be taught?* Manifestly the best. We owe it to the children in the public schools to give them the very best material to be obtained for their study. Children should not be confined much or often to one man's composition. The aim of the public schools at the present time, seems to be to give such a course in literature as will acquaint the pupils with the style of the best writers, and with literature in the broad acceptance of the term. So in music the best authors should be studied. In the Mason course, Mozart, Mendelssohn, Bach, Beethoven, and other great composers, have been drawn upon for compositions suited to the needs of the public schools, and for this reason the course commends itself to educators everywhere as most admirable.

AN ACCOUNT OF TWO REPORTS.

IN THE INTEREST OF EDUCATIONAL REFORM.

The whole country is watching with great interest the changes recommended in the administration of the New York City schools, and so we give in brief the points recently made by the special committee of eight members of the board of education. In addition we present an outline of a memorial to the board of education prepared by the Public Education Society:

The report prepared by the committee of the board declares that the present system of examination and marking is not provided for or required by any statute of the state. It is denounced as bad,—detrimental to the best methods of education, and the cause of much that is now injuring and marring the usefulness of our public schools. It also offers an inducement to teachers to devote every energy to the preparation of the class for the expected and ofttime dreaded examination, and so the work of instruction is often carried on with a total disregard of the real advancement of the children in knowledge, character, or mental power. It moreover furnishes a stimulus to the teacher to cram and load the memory of the pupil with facts and figures to be retained for a time, and then drawn out of him at the proper moment by the expected and looked-for question.

It is declared by the committee that "accuracy of statement and correctness of answer are counted far beyond their value, and even among the youngest children the memory is used as an educational tool to a

degree that should not be tolerated even in the education of adults. It requires that every child in a class shall be up and equal to each of its classmates; that is to say, in a class of fifty or sixty children of different caliber, different intellect, and different preparation, all able to get on, but in different ways, no child shall hold more or less than any other child. Such requirement is barbarous, the methods employed to obtain it are equally so, and of the teaching power necessary to produce such a result a very large percentage is absolutely lost." These are decided words, which should be read by all interested in the cause of educational progress. The report continues to say: "In one school one of the assistant superintendents was required, under the system as it is now administered, to examine and report on 1,500 classes and teachers, giving an average of less than fifteen minutes to each class." "The sole effort of the teacher now is to work for the examination and marks, and remonstrances from principals as to bad methods are met with the answer that the method may be bad, but it is the best and most certain to produce the desired results on the examinations."

Various recommendations are made by the committee, especially it is suggested that teachers shall be classified in two divisions, "standard" and "maximum." The "standard" teachers shall receive frequent assistance from the principal and the city superintendent, but the "maximum" teachers shall be to a certain extent free from such oversight, only under general supervision by the principals and the superintendents. The power of promoting a teacher from the lower to the higher grade shall rest with the principals with whom the teacher has been employed during the five years, and the assistant superintendents who have examined the classes during the same time. In case there should arise any difference of opinion among these officers, the city superintendents shall refer the whole matter to the committee on teachers of the city board of education, who will investigate the case, and finally determine in what grade the teacher shall be placed, and from this decision there shall be no appeal.

This in brief contains the gist of this famous report of eight, which has been so much talked about during the past few weeks in this city, and concerning which great interest has been manifested by the teachers all over the country.

THE PUBLIC EDUCATION SOCIETY have investigated in a thorough manner the present system of public instruction, and pronounced it defective; (1) as to accommodations provided; (2) as to courses and methods of instruction; (3) in respect to administration. As to accommodations provided, the society presents an array of facts that is overwhelming. It declares that "the lower departments are crowded beyond the possibility of the teachers in charge doing good work." We have not the space to transfer the figures to our columns, but it is sufficient to say that there can be no question as to the proof of the society as given concerning the truthfulness of the first charge. In respect to courses of study and methods of instruction, it declares that children in this city make less progress in the various branches of study than those from foreign countries. Another very important charge is that the course of study is arranged for the sole benefit of those children who pursue it throughout, whereas at least 60,000 pupils annually leave the public school before they reach the age of twelve years. These children are not provided for as they ought to be. The society very well declares that each course, the primary as well as the grammar, should complete certain subjects rather than attempt an incomplete course in a variety of subjects. The points charged here are almost word for word the same as the SCHOOL JOURNAL has been urging for many years.

Next, the society declares that the duties laid upon the board of education are too many and dissimilar to be properly attended to by any single body. This charge is true. The administration of the board of trustees in each ward is open to serious criticism. Altogether the divided responsibility between the board of education and the trustees causes disagreement and confusion, leading to numerous contradictions and great uncertainties. It is difficult to tell where the power of the trustees begins, and where the duties of the board end. The method of appointing and removing teachers is cumbersome, oftentimes leading to great injustice. It is often difficult to secure the appointment of competent teachers, and it is still harder frequently to remove an incompetent one. We have given so much space to this subject, because we know that the teachers everywhere are deeply interested in the cause of educational reform, and since the SCHOOL JOURNAL, for years, has been the only national paper that has been outspoken on this

subject, we think our readers will thank us for laying this subject so fully before them. In the meantime let us rejoice that it seems now to be certain that needed changes will soon be made, and that the city of New York's system of public instruction will be what it ought to be—a model, not only for the other cities of this country, but also for the cities of the entire world.

OLD CHINA.

The dead bones of centuries are rattling, and a new day is coming to old China! She is beginning to get her eyes open. It is about time, but better late than never. So let us rejoice. When 400,000,000 human beings begin to do something besides mumble the eternal Confucian nonsense to which they have from time immemorial been devoting their attention, we may begin to hope that something worth talking about will be done. The fact is that schools of European type are being established for teaching modern sciences and their application to human industry. These institutions are constantly overcrowded with young men ambitious to learn the arts of the stranger. As though to welcome visitors from abroad, the Chinese coast has been provided with probably the best lighthouse service in the world. In addition to this, we are told that thousands of miles of telegraph wires are being put up every year. Work is being begun on vast railroad systems, and the unwatched network of internal water routes is to be improved and enlarged. Great arsenals have been built, and an army of a million men is equipped with the best modern arms, and drilled according to the latest European ideas. The navy comprises twenty-six men-of-war, and more than a hundred gunboats, all of modern design. More than all this, imperial legislation is assuming a liberal and progressive spirit, encouraging to the industrial and social development of the whole people. This is grand.

WHAT THE SOUTH HAS DONE FOR THE "NEGRO."

By DR. J. L. M. CURRY.

What the South has done for the negro is the brightest page in its history. Here was the war between the states: confederacy overthrown; the struggle ending in defeat, disaster, subjugation, property freed; slaves emancipated; made voters; then came reconstruction; then came the boldest, most disastrous, most cruel, most infamous chapter in human history, when the effort was perseveringly, deliberately, continuously made, to degrade the white man and to give supremacy to the negro. And then, defeated, mortified, crushed, impoverished, bankrupted, she reconstructed society, and rehabilitated her institutions. Then, at that period, with the most daring courage, with the most sublime self-denial and self-sacrifice, the white people of the South marched up, adopted their constitutions, established their public school system, and placed the negro on an equality of advantage and privilege with their own white children—and I repeat there is not a page in human history so glorious. Why the state of Alabama from 1870 to 1888 inclusive, paid for white schools \$4,611,000; for colored schools \$3,396,000; for normal white schools \$124,000, and for the colored \$107,500. Bleeding, stricken, scattered; banks, insurance companies, evidences of debt—all crushed, and yet, with a patriotism, such as never had a superior, the state, in its integrity, has marched up, and established these schools, and tried to prevent the negroes from relapsing into heathenish superstition, barbarism, and ignorance.

* From a recent speech before the Alabama legislature.

GREENLAND.

Dr. Nansen landed with four comrades among the Eskimos of East Greenland at Sermilikfiord in the middle of July last, for the purpose of crossing on the ice cap of that island to the west coast, a distance of 450 miles, and succeeded in his undertaking. Nordenfjöld attempted the same feat, but not with success. He emerged on the west coast of Godthaab, about 275 miles south of Christianshaab, the point he had expected to reach. His starting point was about 500 miles north of Cape Farewell, and his termination about 300 miles north of that cape. It is probable that he traveled about fifteen miles a day, and the journey occupied about a month.

In the previous attempts to penetrate Greenland, Dr. Hays succeeded in getting inland only sixty miles. Nordenfjöld, in his first attempt to cross the island, got only thirty-five miles from the coast; in his second attempt he got seventy-two miles inland, and his Lapps succeeded in penetrating 185 miles. Lieut. Peary got inland about 100 miles. Dr. Nansen, therefore, in crossing the island from coast to coast, about 450 miles, far excelled the achievements of his predecessors.

Many authorities are of the opinion that the exploration of inner Greenland is, scientifically, of the greatest importance. It was in the hope of adding to scientific knowledge that the Nansen expedition was fitted out.

GENERAL INFORMATION.

By P. G. METCALF.

The teacher *must* add to the stock of "information" the pupil has, this is clear; and to aid in this, the subjects given in the JOURNAL under "Things to tell the Pupils" are very helpful. But this is not enough. I collect from all sources. I began originally in this way.

In a corner of the room I put a box on whose side was pasted "General Information," and a motto was chosen by the pupils which was changed every two weeks. The present motto is, "Wisdom is the principal thing." This box has a lid and is not locked; pupils cut out slips from newspapers, and at set times they are read, and comments are made by pupils. I examine everything that is put in here, and so we "fire at a mark," as one might say.

I found it was necessary to classify these slips, under geography, history, botany, biography, &c., and so got a number of envelope boxes (by the way, teachers, I make great use of envelope boxes in my school). I have two shelves and on each one four envelope boxes.

In the "Geography box" I find articles relating to wheat, sugar, meal, cheese, leather, molasses, paper, wool, butter, yarn, cloth, indigo, rosin, lead, iron, &c.

In the "Biography box" are slips relating to Cleveland, Harrison, Blaine, Grant, Garfield, Washington, Lafayette, &c. They form texts around which much is gathered from books.

I have a set time every day for general information.

OUTDOOR WORK AND PLAY.

During the classic ages of the Mediterranean nations, education was almost wholly an out-door affair. Even Plato's Academia and Aristotle's Lyceum were public gardens, with shady avenues and open halls. The gloomy superstitions of the Middle Ages relegated education to the prison walls of the convent. From that reign of anti-naturalism, perhaps, dates the impression that the boisterous weather-defying sports of the field and forest have a brutalizing tendency. The truth is that out-door exercise is the price of staid habits. Every schoolteacher knows that village schoolboys are far more sedate than their city comrades, whose physical energy, in default of a better outlet, explodes in petulance and mischievous pranks. The young dandies of a Parisian normal college astonish visitors by the reckless impetuosity of their conduct, while the courteous manners of young Orinoco Indians made the naturalist, Gerstaecker, forget the purpose of his visit to the Brazilian virgin woods. Though all agog with curiosity, they forebore to touch his instruments, repressed a young comrade for sitting down in his presence, and vied not only in answering the questions of his interpreter, but in furnishing collateral particulars of information. A similar report from Alaska was published in a recent number of the New York Herald, where the commander of a United States exploring expedition describes his interview with a campful of young natives, and contrasts the remarkable decorum of their conduct with that of their Caucasian contemporaries.

THE SCHOOL ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them in both ungraded and graded schools. The devices here explained are not always original with the contributors, nor is it necessary they should be.

CHRONOLOGY FOR SCHOOL USE.

Feb. 24 (?)—Geo. F. Handel, musical composer, bn.—1685.
Feb. 25—First United States Bank Chartered—1791.
Feb. 26—Victor Hugo, Fr. poet and novelist, bn.—1802.
Feb. 27—Henry W. Longfellow, Am. poet, bn.—1807.
Feb. 28—Michael Montaigne, French essayist, bn.—1533.
March 1—W. D. Howells, American author, bn.—1837.
March 2—De Witt Clinton, Am. statesman, bn.—1769.

LESSON HINTS.

SPELLING.

It is said that the good spellers of the present generation of American pupils, are not as numerous as the last. There may be some truth in this accusation in some places, but generally, we believe that there never was a time when people wrote as correctly as to-day. The daily newspaper is a constant object lesson.

There are a few principles underlying spelling, which will be of great assistance to those who are seeking light on this subject.

1. No word should be spelled that is not a direct expression of the pupil's thought.

2. If possible, pupils should never see a word incorrectly spelled, or never be allowed to write a word incorrectly. This is the ideal, although it is impossible to attain perfectly to it.

3. Pupils should be trained to know when they do not know how to spell a word. This is a very important point; they should learn to ask for a word whose form they do not know, and then the correct form should be written on the board, or they may consult the dictionary for themselves. It is better to have a pupil find out how to spell a word that he does not know how, than to ask a teacher or a pupil. The mental effort of determining the correct form will fix it in his mind.

4. Thinking and expression, both oral and written, going hand in hand, will help correct spelling very much.

These principles are not new, but they are very important; teachers who follow them carefully will soon see their beneficial effects.

LANGUAGE.

Nothing is more important than the correct expression of thought. Absolute precision and correctness in speaking should be gained as soon as possible. The reason why so many teachers fail in language work is because it is not connected with the pupil's own thought; he copies sentences from the grammar, and reproduces what has been read without thinking what the words in the sentences mean. It is of great importance that *expression of thought* should go hand in hand with thinking. Consider what the writing of sentences involves,—capitalization, punctuation, spelling, arrangement of words, writing. Are not these important points? Now add to this the mental training that thought expression necessitates, and the exercise will be seen to be first-class. Dictation should grow less and less as the ability of origination increases. A very high grade of skill in teaching writing, requires very little dictation in the lowest grade; when pupils have one hundred or more words distinctly fixed in their minds the work of dictation may begin, but with it, hand in hand, should go the expression of original thought. This can be stimulated by simple questions as in the lowest grade, "Tell me what you saw on your way to school?" or "Have you a kitten?" or "What is your doll's name?" or "Have you a sled?" Each of these questions will lead to a little conversation, and the pupils can be taught how to express the thoughts this conversation brings out.

ARITHMETIC.

A good deal is said about too much primary work. Many teachers think that there is at the present time in our best schools, too much time occupied in the adding, subtracting, multiplying, and dividing of simple numbers. The point to be settled as early as possible is, how thoroughly do pupils appreciate figures? For example, $3+8=11$; $10-2=8$; $4 \times 4=16$; $6 \div 3=2$; $1-3$ of $12=4$. How can the truth of these sentences be shown? Are pupils able by objects to prove that all of these statements are true? Are the expressions "taking from" "taking away" and "taking out of" necessary? Which one is division? Which one is multiplication? Here tell a story about each one of these sentences, as "I had three pencils and my father gave me three more pencils, and now I have six pencils." Can pupils make stories like this, and do they know how to express these stories by figures? There is a great deal in this subject that will be of very great interest, and will show the teacher whether figures are understood, or whether the examples in arithmetic are unintelligently copied.

HOW TO WRITE CONNECTED DESCRIPTIONS.

Place a picture or an object before pupils, and have them ask and answer questions by writing. Pupils should be encouraged to ask a great variety of questions, and it is well to say, "Isn't it better to ask some other question?" Again, "I know a good question." Again, "There is one question that no one has asked." A little effort on the part of the teacher will lead pupils to ask questions in logical order. These can easily be answered in writing, and thus a good connected description be secured.

HISTORY.

The soul of history is in its story. Without the story there are no actors and no history. Therefore tell carefully selected and properly worded stories that pupils will love to hear. History is full of these stories. These can be arranged in chronological order, and thus cause and effect may be taught. Children can never learn history by committing to memory dates and names; each date must have with it the story of one or more persons. If both primary and advanced teachers will remember this fact, great good will be accomplished, and great interest awakened.

COUNTING.

Counting by twos, using beans up to 100, rapidly, is a good exercise; then count by threes up to 100, say 3, 6, 9, 12, etc., each time with the hand on the table, moving three beans from one pile to another pile. The use of beans in counting adds very much to the interest and profit.

MULTIPLYING BY BEANS.

Following the same method as in the last lesson using beans, $2 \times 2=4$; $2 \times 3=6$; $2 \times 4=8$, etc., etc. *Dividing by beans:* Using beans say, $12 \div 6=2$, $12 \div 4=3$, $12 \div 3=4$. These facts should be learned by repetition in problems so that they can be used instantly by the silent effort of the mind.

THE PARTS OF SPEECH.

While formal grammar, as parsing and analyzing, should be deferred until the high school course, it is very well for young pupils to be able to tell the parts of speech. This can easily be taught by a little effort, remembering that the word noun means the same as name, and pronoun a word used for a noun. Adjectives and adverbs will give no difficulty, but it will not be easy to make children discriminate between prepositions and conjunctions. Neither is it easy to lead them to see the difference between a verb and an adjective united, i. e., "He is running," is running is easily seen to be a verb, but it is not so easy to teach the child that in the sentence "Mary is good," that *is* is a verb and *good* an adjective; for if the child has some reason developed, both *running* and *good* will seem to be, as they are, attributes. Therefore, it is well not to bring nice grammatical discriminations before young pupils. Wait until the mind is developed.

TEACHING LONG AND SHORT DIVISION.

Long division should be taught before short division, for when a pupil has learned long division, the teacher has but to mention short division, show how an example is worked, and the pupil understands it at once. In long division the form is the difficult thing. Give a series of examples each representing a step, and see that the pupil is thoroughly familiar with each step before going to the next. The arbitrary matters about long division must be told. Do a great deal of work with divisors containing but two figures, and a way to pass to divisors of three or more figures will now readily suggest itself.

—Shaw's "School Devices."

SPELLING BY SOUND.

It has been pointed out often that the expression, spelling by sound, is not spelling in any sense. We sound a word when we pronounce it. Spelling by sound is distinct articulation; each sound in the word should be given in an easy and perfectly natural tone; there should be no strain or stress. Practice in distinct articulation is excellent, but it must be remembered that spelling is one thing and spelling by sound something else, and also that spelling by sound often injures the power of spelling a word by letters. Great care should be used not to confuse children in this exercise.

PUNCTUATION.

Punctuation must be learned by practice and not by rules. Rules will help men and women and older pupils, but will confuse young pupils. Write a sentence on the board, placing a period at the end. Write a sentence asking a question, with an interrogation point at its end. Lead pupils to notice the point at the end of one sentence, and the one at the end of the other sentence. Then tell them this is a period and that is an interrogation point. "You may write two sentences, one ending with a period and the other ending with an interrogation point." The sentences written will indicate whether the pupils have noticed the use of two marks.

NEW WORDS.

Each new word that is the name of an object, of an action, or modifier of an action, should be carefully noticed by first presenting the object, sketch, or picture of the object, or, by bringing the idea of it to the child's mind through conversation or questioning. In teaching new words go very slowly at first. Write short sentences and make very slight changes in them, and generally of a single word, so that pupils will be successful every time they try to write a sentence. Great patience is needed in teaching new words, for thousands of pupils learn words without knowing their meaning, which become to them in after life lumber and obstructions, not the materials out of which thought is made.

ASKING AND ANSWERING QUESTIONS.

Whose book is this? Whose hat is that? Whose books are these? Whose eyes are these? Whose noses are those? What kind of shoes are sold at the shoe store? These questions, and many others can be asked pupils, for the purpose of leading them to write correct answers in full. This practice can be made a very interesting and useful one.

PROGRESS IN ARITHMETIC.

Rapid progress in arithmetic can be made provided pupils understand each step that is taken. The great difficulty in teaching numbers, is that pupils use figures without understanding what they represent. Rapid progress in arithmetic is sometimes quite slow at first, but afterwards becomes quite rapid, as pupils have laid the foundations thoroughly.

TEACHING PUPILS TO LOVE TO READ.

Read something to the children that will greatly interest them. The next day ask them if they wish you to read to them again, and then tell them that you wish they would tell you something about what you read yesterday; that if they have remembered what you read, you will read them another story, and they may tell you to-morrow about the one you read to them to-day. Do not complain of the pupils if they remember but little at first. The power of memory depends upon the strength of attention and comparison. After a few days this attention will grow more fixed, and the memory will be better and better. As soon as pupils are able to read themselves with some degree of fluency, ask them if they will find some story and read it to you. Say, "I have read to you something you like to hear, and now will you read something to me that I would like to hear?" This is the first step in making the child love both to listen to reading and read themselves.

AN EXERCISE ON SIGNS WITH OBJECTS.

The teacher holding five sticks in one hand and three in the other, shows them to the pupils. Then she says, "See what I do." (She puts the five sticks and three sticks together.) "You may write what I have done." Pupils write $5+3=8$, having been previously instructed concerning the use of the signs. Then she takes six sticks in one hand and five in the other, and shows them to her pupils for a few seconds. They write, $6+5=11$. By showing objects the pupils write columns of figures quite rapidly. This exercise teaches the use of signs, promotes rapid and correct addition, and quick and accurate observation.

DENOMINATE NUMBERS.—CLASSIFICATION.

Prepare a quantity of various articles, as apple seeds, corn, beans, pumpkin seeds, oats, wheat, etc. Put them all in one pile. The pupils tell what kinds of seeds are in the pile, and write their names in a line with numbers under each, like the following:—

corn	beans	oats	wheat
14	26	18	20

The work, of course, should be done entirely by the pupils. This will teach classification which is necessary in order to understand reduction.

Next prepare many small, flat pine sticks. Cut some one inch long, others two, others three, others four, and others six. Have a foot rule on the table. Let each pupil determine by measurement how long each one is, and put it in its own pile. Each pupil writes thus on the slate:—

One inch sticks	Two inch sticks	Three inch sticks	Four inch sticks
8	7	9	4

Now lead them to see what part of a foot each stick is, and arrange and classify sticks as follows:—

$\frac{1}{8}$ of a foot	$\frac{1}{7}$ of a foot	$\frac{1}{9}$ of a foot	$\frac{1}{4}$ of a foot
8	7	9	4

DENOMINATE NUMBERS.—REDUCTION.

Taking the work in the previous plan as a basis, pupils can easily be led to give the teacher the following table. The pupil doing and talking says:—

Two one inch pieces make	$\frac{1}{8}$ of a foot.
Three " " " "	$\frac{1}{7}$ " " "
Two two " " " "	$\frac{1}{9}$ " " "
" three " " " "	$\frac{1}{4}$ " " "
" four " " " "	$\frac{1}{8}$ " " "
Three three " " " "	$\frac{1}{7}$ " " "

This table, when made entirely by the pupil will lead him to understand the principle of reduction. The same course can be taken with gill, pint, quart, and gallon measures, using water. Also by the use of cents, three cents pieces, dimes, five cent pieces, quarters, half dollars,

and dollars, the same principle can be taught. The pupil must say and do all the time:—

"Ten one cents make one dime.
Five " " " " nickel.
Two nickels " " dime.
Two dimes and a nickel make a quarter.
Two quarters make a half dollar.
Five dimes " " " " etc."

There is a great deal of education in such an exercise as this, if pupils do, and talk, and write for themselves, and are not told. Telling here is death. Discovery, talking, and writing is life, now, and forever.

FACULTY-CULTURE BY DRAWING.

By FRANK ABORN, Cleveland, O.

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Fig. 3—LXXIII.

EXERCISE LXXIII.

GAME.—Thickness of the neck.

Pose a child, whose neck is most exposed, front view. (Fig. 3.)

Dismiss the pose.

Allow a moment for a sketch.

See who are the observers—who have represented the thickness of the neck nearly or quite equal to the thickness of the head.

Erase and try again. Poses facing front or back.



Fig. 4—LXXIV.

EXERCISE LXXIV.

GAME.—To omit what is not seen.

Pose a girl facing the school and holding a large book so that it hides her face. (Fig. 4.)

Dismiss the pose.

Allow a moment for a sketch.

See who are the observers—who have omitted to represent the face.

In this play the pose may stand back towards the school. In which case the game would be to omit that part of the book that is hidden.

EXERCISE LXXV.

Proceed as suggested in Ex. XXXV.



Fig. 5—LXXV.

EXERCISE LXXVI.

GAME.—Position.

Pose a boy standing toe and heel, with his side towards the school. (Fig. 5.)

Dismiss the pose.

Allow a moment for a sketch.

See who are the observers—who have represented the feet as touching toe and heel.

See "General Directions," Ex. 1.



Fig. 2—LXXVII.

EXERCISE LXXVII.

GAME.—Position.

Pose two boys holding a basket or a pail so that it touches both of them. (Fig. 2.)

Dismiss the poses.

Allow a moment for a sketch.

See who are the observers—who have described the basket as touching both boys. (Fig. 3.)

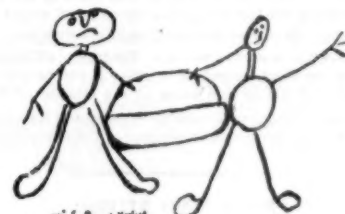


Fig. 3—LXXVIII.

EXERCISE LXXVIII.

GAME.—Thickness of the arm.

Pose a girl, whose dress sleeve is quite full, standing with her side towards the school. (Fig. 4.)

Dismiss the pose.

Allow a moment for a sketch.

See who are the observers—who have represented the thickness of the arm not less than half the thickness of the body.



Fig. 4—LXXIX.



Fig. 5—LXXX.

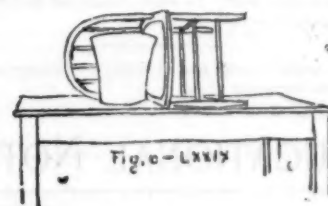


Fig. 6—LXXXI.

EXERCISE LXXIX.

GAME.—What was hidden by the basket?

Place a chair on its side, with its back from the school, on the table, and place the waste-basket in the angle between the seat and the back. (Fig. 6.)

Remove the objects.

Allow a moment for a sketch.

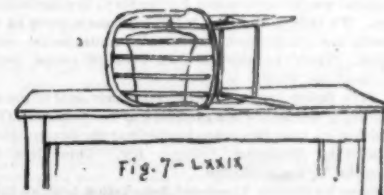


Fig. 7—LXXXII.

See who are the observers—who have omitted to draw that part of the chair that was hidden by the basket.

This game may be played also with back of the chair towards the school, and the basket behind it. (Fig. 7.)

The game in this case is to represent the basket where it is seen.

THINGS OF TO-DAY.

The French Chamber voted confidence in the government—300 to 240. [Why was a vote of confidence necessary? With what faction is Boulanger identified? How does the government of France resemble that of the United States?]

President Cleveland has decided to practice law in New York after the close of his term. [What ex-Presidents and candidates for the presidency, have died during his term of office? What ex-President still survives?]

The British extradition treaty was rejected. [What is extradition? Of what value would a satisfactory extradition treaty be?]

It is reported that Sir Julian Paucetort, will succeed Lord Sackville at Washington. [What are the circumstances connected with the return of Lord Sackville to England? What are some of the duties of a foreign minister?]

The funeral of Crown Prince Rudolph, of Austria, took place. [To what family does the royal house of Austria belong? Name the other empires in Europe? What are the three strongest powers in Europe?]

It is stated that Senator Allison has refused the treasury portfolio. [Who was the first incumbent of the office? What is meant by the "surplus"? How is the money that is used to pay the expenses of the government collected?]

A bill has been introduced in the New York senate providing for a tunnel under the East river. [What would be the advantages of having such a tunnel? What is the size of New York and Brooklyn compared with other great cities in this country?]

The strike of street-car employes in New York closed. [Why should strikes be avoided? What do you know of the Knights of Labor? What is the law regulating the price of wages? What is co-operation? How does immigration affect wages?]

An ice carnival was celebrated at Montreal. [What is the derivation of the word "carnival"? How is the carnival celebrated in Italy? What do you know of the climate of Montreal?]

Pennsylvania miners emigrated to Washington territory. [What are the principal products of the mines of Pennsylvania?]

FACT AND RUMOR.

Alphonse Daudet has issued an indignant protest against the many poor translations of his works issued in this country and England. [If what way are the rights of authors protected. What are some of the arguments in favor of international copyright?]

Rev. Dr. William I. Holland, of Pittsburg, has received an offer from the United States government to go to the west coast of Africa to make discoveries in entomology. He will be paid \$10,000 and expenses, including guides. [Of what does the science of entomology treat? What benefit to agriculture is a knowledge of this science?]

Samuel Kitson, a New York sculptor, has made a design to be placed over the grave of Gen. Sheridan at Arlington. [What position did Gen. Sheridan hold at the time of his death? What brilliant feat of his has been made the subject of a spirited poem?]

Josef Hofmann, who is to return to this country soon, has grown stout and strong since he left here. [What do you know about Josef Hofmann? What celebrated composer was very precocious? Name some of the celebrated musical composers, living and dead.]

It is said that within the past four years Mohammedism has seized on the whole of Central Africa. [Who was the founder of Mohammedism? State in brief its doctrines. In what countries has it the strongest hold? In what country of western Europe, did it once gain a foothold?]

Hood's Sarsaparilla wins new victories over disease and becomes more popular every day.

EDUCATIONAL NOTES.

COLORADO.

The South Pueblo high school is presided over by Miss Nutter, who is spoken of as one of the best teachers in the centennial state. Her assistant, Miss Laura Anderson, is also highly esteemed, and her salary has recently been increased. The present enrollment is fifty-six; the graduating class has six members. The remarks of Professor Gault in the last JOURNAL touch a responsive cord in the hearts of the Saguache teachers. One of the prominent features of our late state association, was the discussion of "American Civics." We of the West believe in our country, and we strive to teach her history, her institutions, and her laws. We believe that this is the legitimate work of the public schools, and their most important functions are virtue and patriotism. Their exponents shall ever be found among the mountains of the West.

Prof. T. O. Baker has been employed as principal of the Durango high school. Prof. Baker is a graduate of the Lebanon, Ohio, normal, and for the past two years has been at the head of the normal department of Eminence College, Ky. Thus does Colorado gather in the choice workmen.

The Saguache County Teachers' Association held an interesting session in Saguache January 3 and 4. "Primary Arithmetic," "Physiological Digestion," "Hygienic Laws for the School Room," "The Effects of Alcohol and Narcotics," were some of the topics discussed. Two evening sessions were occupied by lectures on the "Nature and Functions of our Free School System," by J. H. Freeman, and "Young America in the Twentieth Century," by Dr. J. H. McClean. It shocked us to have our superintendent tell us that our state constitution forbids the reading of the Bible, and any religious instruction whatever, in the public schools.

Saguache.

JACOB H. FREEMAN.

GEORGIA.

The biennial report of the state school commissioner, covering the educational operations of 1887 and 1888, has been submitted to the general assembly of Georgia.

Woodbury school has opened with flattering prospects. Miss Strinkle, of Virginia, has been elected principal of Cedar Rock Academy.

J. H. Featherston opened Greenville school with sixty pupils. Miss Alice Boykin has been elected to the charge of Midway school.

The school at Owensville opened January 7 under the superintendence of Miss Georgia Cox.

Grantville high school is booming; Willis M. Robinson, principal.

Hollonville boasts a good school, conducted by Dr. Mathews. Prof. Pollok, of Senoia, is doing effectual work.

The school at Mt. Carmel Academy, Warnerville, has opened with fine attendance.

Warnerville.

IDA V. SPENCE.

INDIANA.

The Indiana School Journal is thirty-three years old. The following questions were recently sent out by the Indiana School Journal, and concise answers asked for: (1) Why teach oral spelling? (2) Which is preferable to teach, isolated words, or words from sentences? (3) Why teach the spelling of a word the child cannot use? (4) Which is of more use to a child, the meaning of a word, or its spelling? (5) Which should be taught first, the spelling or the meaning? (6) Which is of the greater importance, spelling or pronunciation?

One county in this state has in its teachers' reading circle an enrollment of nearly all of the teachers in the county.

Professors S. S. Parr and Howard Sandison represent Indiana next March in the national superintendents' meeting at Washington, D. C.

Vincennes University is the parent school of all the schools of Indiana, Illinois, and Wisconsin. It was founded in Indiana territory in 1806, and is now in a flourishing condition, with an endowment of \$50,000. E. A. Bryan is president.

New Albany.

JOHN R. WEATHERS.

KANSAS.

The Garfield Normal College, at Enterprise, has been abandoned by the president, Professor J. M. Reid, on account of lack of funds. Prof. Chas. Swisher succeeds him.

Fifteen of the one hundred and six counties of the state have uniform systems of text-books.

A new association of teachers has been formed, including the eastern central counties. The first meeting will be at Junction City the last Friday and Saturday of March.

The Central Kansas Teachers' Association held a large and interesting meeting at Hutchinson, and the following officers were elected: president, Supt. J. W. Cooper, Newton; vice-president, Supt. E. D. Taylor, Edwards county; secretary, Mrs. Mary Ludlum, McPherson; treasurer, Supt. J. E. Williams, Ness City. Executive committee, J. J. Lewis, Lindsborg; I. N. McCash, Lyons; Supt. Armstrong, Saline county.

Six hundred and fifty teachers joined the state teachers' association at its December 27-28 meeting.

The state normal school, at Emporia, will celebrate its quarter centennial in June. All former students are expected and invited to attend.

The resignation of Prof. A. R. Marsh, of the state university, to take a similar chair, modern literature, in Harvard is being generally regretted by the press and the educational fraternity of Kansas.

Abilene.

C. M. HARGAR.

MISSOURI.

The North-Eastern Missouri Association was in session in Mexico during the holidays. The papers of special interest, were "The Leadership of the Teacher," by L. E. Wolfe, of Moberly; "Condition and Needs of our School System," by State Supt. Coleman; "Music in the Public School with Chart Illustrations," by Prof. Place, of Kirksville; and "Compulsory Education," by Prin. H. W. Prentiss, of St. Louis. The latter elicited earnest discussion and resulted in strong resolutions in favor of compulsory education of all children between the ages of 8 and 14 years with heavy penalties for parents and employers violating the law. A delightful banquet with numerous toasts closed the meeting. The meeting had a larger enrollment than any former gathering of the association. Moberly was chosen as the next place of meeting and the officers elected were D. A. McMillan, Mexico, president; L. H. Cheney, Moberly, secretary.

The Missouri Valley Teachers' Association met at Harrisonville, December 27 and 28. A large number of teachers were enrolled and several able papers presented. G. W. Howe of Waurensburg was elected president for the ensuing year, and Miss Mamie Fowler, of Harrisonville, secretary. Liberty was chosen as the next place of meeting. The correspondence paper of the officers of the state association bears this aggressive motto: "We want you to help swell the attendance to 200 college teachers, 250 county teachers, and 300 graded school teachers. Can we not depend upon you to influence at least one teacher to attend." Dr. Laws of the state university is president, and Supt. Wolfe, of Moberly, secretary. Pres. J. P. Blanton, of the Kirksville State Normal, is being prominently mentioned for the lucrative office of state insurance commissioner.

NEBRASKA.

At the meeting of the North Nebraska Teachers' Association held in Columbus on Dec. 26-28, 1888, the North Nebraska Public School Oratorical Association was formed, whose object is to promote a love of literature and the power of expression among the pupils of the schools by means of annual contests for suitable prizes. The time for the first contest has not yet been fixed.

The Central Nebraska High School Declamatory Association will hold its second annual contest at Aurora, Hamilton county, on April 19, 1889.

H. B. MCC.

TENNESSEE.

The high school at Dancyville, under the control of the Memphis Methodist Conference, is not succeeding. The idea seems to be gaining ground that, while every denomination should have its state college or university, the common and village schools should be free from denominational control.

Brownville has one of the finest preparatory schools for boys in the state. It is taught by Prof. T. W. Crowder, a thorough scholar and a born teacher. He has a select school of forty-five pupils who are entered by contract some months before his school opens. In his methods he aims at clear concepts and thorough mastery of the subject in hand.

Reports from the Jackson schools are flattering. The teachers all say, "We never saw a more manly set of young men. We feel proud of them."

The high school at Colliersville, connected with which is Dr. G. W. Johnston, formerly of Winchester, has nearly two hundred pupils.

Germantown has two good schools. One of them, conducted by three ladies, is rapidly gaining favor.

Stanton Depot.

W. D. POWELL.

TEXAS.

Mr. H. V. Moulton is now superintendent at San Angelo. Coleman has a handsome new building, Mr. E. C. Chambers is the new principal. Trinity has voted a special tax, and taken charge of her school. Mr. Frank B. St. John is doing excellent work at Hubbard City. Miss S. Rosella Kelley has bought a half interest in Pilot Point Academy, and is much pleased with the outlook. The vacancy in the superintendency of the Paris schools, caused by the resignation of Prof. A. C. Bryant, was filled by the election of Prof. Culley. Bell county is to adopt a uniform system of text-books. Supt. Homan of Missouri, is now in charge of the Temple schools. Beiton has raised her school tax from 40 to 50 cents. Salado has elected Cyrus Ulrich as superintendent.

County superintendent T. J. Witt is doing grand work in Bell county. He has 150 schools under his supervision, and neglects none.

County Supt. Stanfield, of Bexar county, has, through much skill and tact, secured the adoption of a uniform system of text-books for his county. Mr. W. Schock, the new principal of the San Antonio high school, was educated in Berlin; he brings true German energy and thoroughness to his work. Prof. C. T. Alexander has left Cisco to become principal of the McKinney College.

VERMONT.

Middlebury College has just received a gift of \$1,000 from H. W. Vail, of Cincinnati, Ohio. Mr. Vail was one of the class of '60.

By means of contributions from past cadets of Norwich University, a stained glass memorial window in honor of General Alonzo Jackman has been placed in St. Mary's church at Northfield.

Lyndon institute had 132 students in the term just closed. T. N. Vail recently remembered the art studio with a check for \$250.

Seven graduated from the first course in West Randolph Normal School. The essays and recitations were of superior merit, and the examinations evinced more than ordinary progress and ability on the part of the pupils.

Miss Isabelle Miller Chanler took first prize in reading for young ladies at University of Vermont.

The high school at Springfield is supporting a first class lyceum.

Increased interest in the public schools and a growing disposition to give the new law an honest trial are the most significant signs of progress in educational circles in our state. B. H. ALLBEE.

Perkinsville.

The state normal school, Johnson, Vermont, held its closing exercises January 13-17, 1889. Sermon before school by Rev. Mr. Goodrich, at the Methodist church, written examinations, oral examinations, public speaking by B class, class day exercises, and graduation, were the principal features of the program.

NEW YORK CITY.

Bernard McFarland, of the Ninth ward, presented a communication to the board of education at its last meeting, asking for an investigation of the conduct of school Trustee E. J. Tinsdale, of that ward. He charges the trustee with bringing discredit on the school system by expelling pupils from the Grove street school. A report was also made to the board condemning this action, and recommending that all the pupils be readmitted to the school.

Commissioner Webb, chairman of the committee on school reforms, surprised the board with several amendments to the committee's report, which was the special subject of discussion for this meeting. These amendments were the result, it was afterward stated, of a concession on the part of the committee, as well as by those who did not favor the report as originally presented. One of them strikes out the classification of teachers into two grades, *maximum* and *standard*, as provided by the report, which has been severely criticised, leaving the classification as it now stands. At other amendment provides that teachers, who for five successive years secure the highest standing and the best results in their classes, shall be reported by the superintendent to the teachers' committee as exempt from future examinations so long as these good results continue. The amendments provide that this plan shall go into operation in June, and teachers will be classified on their standing for the last five years. These amendments were recommended by a vote of thirteen to six, and will be acted on by the board at its next regular meeting in two weeks. Mr. Sanger presented several amendments on the report, which will come up for consideration at the same meeting.

A memorial was received from the public education society, of which Professor J. S. Newberry, of Columbia College, is president, in relation to defects in the public schools. The memorial was signed by a committee consisting of Dr. Nicholas Murray Butler, Dr. Henry Y. Satterlee, John B. Pine, and Kate V. Thompson. It stated that the society believes that the present public school system of the city of New York is defective, (1) In respect to accommodations provided; (2) in respect to courses and methods of instruction; (3) in respect to administration. In support of this the memorial continues:

"According to the report of the school year ending December 31, 1887, for the grammar schools there were provided 1,500 teachers, and for the primary schools 1,741 teachers. Thus, though the primary classes contained 40,276 more pupils than the grammar classes, only 186 more teachers were allotted to them. Furthermore, though the primary children outnumbered the grammar children by 40,276, only twelve more schools were provided for their accommodation. The primary department is invariably on the lowest floor, where there is the least light, the greatest amount of dampness, and the greatest amount of exposure to foul, unpleasant, or unhealthy surroundings."

The examination system is examined and criticised as not in accord with recent educational methods. In regard to the administration of the schools, the memorial says:

"There are intricate questions of finance and of appropriation, the details of expenditure and of official administration, etc., which must be discussed and determined on, and there are also the great educational questions with which the board should busy itself. It is manifestly impossible for the same board to deal properly with these two sets of problems—those relating to business and those relating to education—and any system of government by committees leads to irresponsibility and grave abuses. That there should be associated with the board of education a council, or commission, composed of persons more particularly skilled and experienced in educational matters, and more particularly fitted to deal with them, is a suggestion worthy of careful consideration.

We earnestly recommend that steps be taken to improve the efficiency of the schools in the directions indicated. We are of opinion that this investigation can be best undertaken by a special commission appointed for that purpose. For the constitution of such a commission legislative authority may be necessary; but the Public Education Society will be pleased to appoint a committee to co-operate with a committee of the board of education in drafting a bill to be submitted to the legislature now in session, providing for the appointment of a commission to investigate the operations of the school law in this city, to revise and codify the same, and to recommend improvements in the school system."

The seventh lecture in the course at the University of the City of New York took place on Saturday, Feb. 2, before a large audience of teachers. The principal subject of discussion was three-part singing. As heretofore, the teachers present were organized into a class, and illustrated the several points under consideration by practical work from Mason's Third Chart and Third Reader. This lecture was listened to with great interest by the teachers. Tones were considered in their harmonic relation, and the various intervals, seconds, thirds, and fifths, together with chords of the seventh, etc., were clearly explained. The practical work from the books and charts was again resorted to, and the excellence of the music was especially recognized by all present. At the close of the lecture it was announced that, owing to engagements in other cities, the lectures would be suspended for the present. The announcement was received with expressions of regret by all. The suggestion that a rising vote of thanks be given to Prof. Bill for his interesting and instructive lectures, was received with applause and given with a will. This was followed by remarks by the special teachers present, referring in complimentary terms to the lectures, and to the important work accomplished by the lectures in this city. The course will probably be resumed at a future date, due notice of which will be given.

LETTERS.

(This is a reply to a communication that appears among the "Letters;" it interested us so much that we give considerable space to the reply.—EDS.)

296. THE HOURLY PRAYER of every true teacher is, "Lord make me apt to teach." Any teacher that does not aspire to be a better teacher day by day, is no teacher. Again, those who do strive to be better teachers will reach the end they aim at.

Here is a type of two-thirds of the teachers at work today on priceless souls: a "good scholar," familiar with the "higher branches," not "good in government," her pupils "do not like to come to school," and they "hate to get lessons." A very common picture that, is it not?

This one is in earnest, you see. She sees these defects and wants to remedy them. There are many who see defects but who do not try to remedy them—that is, very much. They usually lay the faults on the pupils—they are "thick-headed," they are "low-bred," they have "no gumption," they have "no interest;" or "parents are set against me," or they "don't help" me; they don't care about "having their children educated," etc.

This teacher is in earnest to improve; she has made one step—she believes it is possible to improve. Yes, she has made two steps; she believes that the fault lies with herself; that is the first and great step. Yes, the most encouraging feature is this admission that the fault lies with her and not with her pupils or patrons. We believe from this fact, that P. M. L. will, if she takes the right course, become just as successful as she wishes to be. But what shall she do?

LEARN THE SCIENCE AND ART OF EDUCATION.

Now it cannot be said that the Science and Art of Education are easy to learn, and that a thorough acquaintance can be made with them in a few days, months, or even years, for it is the Science of Man that is meant, and the subject is a very large one.

It is a fact that a right conception of what education means must be gained; most teachers think it means acquiring knowledge—they identify it with the acquisition of facts. But it means mental growth, mental elevation, development of character and power. In carrying forward your work you must constantly ask yourself, "Is this I am doing education?"

For example, you will have a class before you that is studying arithmetic. Now you can handle the class from the education standpoint, or the cramming standpoint. In the former case you will aim at increasing the power of the pupil, you will try to lift him into a higher stage of thought. In the latter case, you will be satisfied if he can recite the table or the rule. As you conceive of education you will shape your conduct. To test your conception of education, you will remember that education is a pleasing act to the pupil; if he is not pleased to come to school it is almost certain that you are substituting cramming for education. Cramming is rarely pleasing; it may be if it has an objective point, however.

297. SCHOOL SAVINGS BANKS.—The practical attitude taken by about 350 American teachers who have introduced the system of savings banks into their classes, and the interest which greeted its results has been so instantaneous and wide-spread by the press, and encouraged by the parents, the scholars, and the public in general where the system has been in practice, that any adverse criticisms ought to be looked at with contempt. But being connected with the movement since 1884, I feel that I am bound, as a matter of justice, before the advocates and disciples of school savings banks in this country, to give to the numerous readers of the SCHOOL JOURNAL a few words to counteract the impression that may have been made in the mind of the public by the unfavorable arguments of Dr. Dittes of Austria, 10 years ago, and recorded by Mr. W. J. Eckoff, in the SCHOOL JOURNAL of the 5th inst. These arguments have no bearing whatever on the system of school savings banks in the United States, and are considered as ten years behind time. Why does Mr. Eckoff quote the name of Dr. Dittes as a foremost authority on the continent of Europe? That name is not to be found in any biographical dictionaries in our numerous libraries. I entertain the hope that, judging from the favor with which school banks have been received in America, before a decade, this country will lead the line in that special education, irrespective of adverse criticisms, as she has done in many other enterprises. It was in 1881 that the system was tried in a few schools, here, but it proved a practical failure on account of lack of sound system, until in 1885, a new and improved code of rules and regulations were formulated from the outshoots of all the European systems, and a trial of the plan in one school of Long Island City (March 16, 1885), proved a complete success; so much so, that to-day the eleven public schools of that city have adopted the system. With a register of 4050 pupils, 1985 are depositors to date of \$10,794.59 which is in the Long Island City Savings Bank, in the respective names of each depositor. Besides the eleven above schools, forty more in five different states of the Union have also adopted the system with the same result, and I may declare here that every educator who has adopted the system has but words of praise in its favor, which, by the way, has received the encouragement of the National Bureau of Education and of our state superintendent, Hon. A. S. Draper. The public schools of Japan are going to inaugurate our system of school banks. To this end, application was received last week for a number of sets of the rules and regulations, so the good work is going on bravely and I may be pardoned to say that the few doubts manifested by a small number of our educators in regard to the efficacy of the plan, is partially due to the ignorance of the rules and regulations governing the practical working of the system.

Having just published a new and improved edition of these rules, which are the simplest that could be devised, I will send a copy free to any applicant. The perusal of that pamphlet will avoid much correspondence and unfair criticisms, and may, at the same time, serve to convert many skeptic teachers to this new education.

I will conclude my remarks by adding that, as I have said in my previous contributions on school savings banks, that the good seed of thrift and economy has been wisely, widely, and successfully sown in our country, my belief is that this evidence is of itself sufficient to encourage and support all those who are engaged in the momentous work of elementary education of our children, to persevere in the cultivation of this seed until it bears rich harvest in the increase of honest independence among the people and the improved condition of the humble homes on which largely depend the stability and well-being of our republic.

J. H. THIRY, *Ex-Commissioner.*

Long Island City, N. Y., January 18, 1889.

298. HOW TO CREATE AND MAINTAIN INTEREST.—The giving of prizes or rewards and the publishing of results of examinations, as methods of creating and maintaining interest in the school room, are wrong. Good attention is thus gained but more for the class honor than for learning. A teacher cannot interest and at the same time govern the pupils, unless he interests and governs himself. The observance of human nature and the study of psychology in the students are of great assistance in making the class-room interesting. Other helps are the visitations of parents, frequent rhetorical, and allowing the pupils to share the teacher's responsibilities. Teachers should place themselves on a level with the scholars, to a certain degree, and work with them on their plane.

Castle, N. Y.

D. A. PRESTON.

299. THE USE OF NEWSPAPERS IN THE SCHOOL-ROOM.—It is best to bring the topics of the day into the school-room but once or twice a week. Some such questions might be asked concerning an item, for example, from Albany as, "For what is Albany noted?" "Upon what river is it situated?" "What is this river noted for?" "Name some other city on the river?" "What city is at its mouth?" Items from Denver, Col., would give occasion to ask questions about mining and sheep raising; and California towns, a chance for gold mining and fruit raising; Baltimore, the oyster trade; Charleston, cotton; and New Orleans, sugar. It is a good idea to ask search

questions, or write upon the board a dozen or so of geographical questions and have the answers brought at the next lesson.

H. H. A.

300. THE DULL PUPIL.—Dull pupils often consider themselves entirely out of place in school, as repeated failures have robbed them of self-respect. Such pupils' ambition can be kindled by asking easy questions. Dull pupils are sometimes treated with indifference by the teacher and feel more content at the foot of the class. Patience on the part of the teacher should be cultivated, as constant pushing and urging on the same point often makes the most yielding temperament callous.

H. B. HOTZ.

301. A CORRECTION.—MR. L. DUPONT SYLE, State University, Boulder, Colo., makes the following correction in regard to a certain remark in his speech before the state teachers' association on Dec. 27 last: "I did not say I would exclude history from a normal course of study. On the contrary I insisted upon the importance of history, and devoted the first part of my address to showing how incompetent the average normal school graduate is to teach history, because it has never been taught him how to teach it correctly. How can we expect any improvement until we acknowledge that we are far behind the Germans in this respect. Teachers can find a brief description of the German method given by President C. K. Adams, on pp. 295 and 296 (3d edition) of 'Methods of Teaching and Studying History.'" (Heath)

302. QUESTIONS.—Are we in the Nineteenth Century? Where does this century end? NEWARK.

As a boy is in his second year when he is one year old, so we are in the nineteenth century. The first century began with the birth of Jesus; at the end of 100 years the first century was 100 years old. It did not require 101 years, to make the first century. This century ends at 1900.

QUESTIONS TO BE ANSWERED.

The following questions have been sent in by some of our subscribers, and doubtless others of our readers will take pleasure in answering them. The NUMBER of the question should head the reply.

299. EXTENT OF QUESTIONING.—How far should I allow questions by my pupils. EAGER.

210. GOOD WRITERS.—Why cannot some people become good writers? Is the fault with the brain or with the hand? A. E. BENDER.

211. A PERFECT DEFINITION.—What do you understand by a perfect definition, and what processes of thought are concerned in arriving at one. Give some examples of definitions which are (1) too wide; (2) too narrow; (3) absolutely exact. TEACHER.

212. FRIBEL'S INDEBTEDNESS.—How far was Fribel indebted to Pestalozzi, and in what respects did he improve upon his teaching? KINDERGARTEN TEACHER.

213. ANALYTICAL AND SYNTHETICAL TEACHING.—Distinguish between analytical and synthetical teaching. Which of these methods is generally better suited for object lessons, and why? SUBSCRIBER.

214. DIMENSIONS OF SCHOOL-ROOM.—Give the dimensions of a school-room capable of accommodating one hundred children comfortably, and how would you propose heating and ventilating it? COMMON SENSE.

215. EXAMINATIONS.—What do you think of examinations, and give reasons? THINKER.

216. MEMORY TRAINING.—Why should the memory be trained? When is it desirable to commit to memory? R. M.

217. READING BOOKS OR ATTENDING INSTITUTES.—If a teacher cannot do both, which would be the most profitable? To read books on teaching, or to attend teachers' institutes? A. H. HENDERSON.

218. AN UNDERGROUND LAKE.—In what state is the underground lake over which corn is usually produced? G. G. N. S.

219. SHOOTING INTO A WATERSPOUT.—Will shooting into a waterspout destroy it? G. G. N. S.

220. MOLDING PUBLIC SENTIMENT.—I began teaching at the age of twenty, and have either taught or attended school ever since. Nearly three years ago, I graduated at a good normal school in Tennessee. My work in the school-room as been fairly successful, but I do not seem to be able to mix with the masses and mold public sentiment. Can I acquire the ability to do this? Or, failing to acquire it, can I succeed without it in any department of teaching? H. J. PHILLIPS.

221. LIST OF GOVERNORS.—Will you make out a list of the governors of the twenty-five states that have been admitted, stating (1) the first governor; (2) the governor during the Civil War; (3) the present governor. Also state the governors of the thirteen original colonies. VAN BUREN TEACHERS' ASSOCIATION.

222. THE VERB "TO BE".—Are the verbs *is* and *am* any part of the verb *to be*? Is it ever transitive? Please tell me what voice it is in all sentences transitive or intransitive, and what is a transitive verb when used with it? And which verb is it that is never passive? Does not a transitive verb become intransitive when followed by a preposition? J. A. W. K.

223. A REPETEND.—How can a whole number be a repetend? On page 140 of Robinson's Progressive Higher Arithmetic, the 9th example reads: Reduce 2.97 to an improper fraction. I can perform the operations in this, and similar examples, but though I have studied carefully all the light thrown upon the subject in the arithmetic, I find nothing which tells me how there can be such a number as 2.97, or why it is changed to 2.972 in the reduction. Godefrey, N. Y. S. F. GORDON.

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 Alcoholic Heredity.—Feb. *P. S. Monthly*.
 Are good Women Characterless?—Feb. *Forum*.
 An Ex-Teacher, Six Days in the Life of.—Feb. *Lippincott's*.
 A University at Washington.—Feb. *Forum*.
 Boy, The American.—Feb. *N. A. Rev.*
 Brahmin School Girl.—Jan. XIX. *Century*.
 College Athletics.—Feb. *Outing*.
 Character: A Symposium.—Feb. *Meth. Rev.*
 Children, How They Come to Speak.—Jan. *Cassell's*.
 Ethics, The Foundation of.—Feb. *Forum*.
 Education in Japan.—Feb. *Our Day*.
 German University System, Some Features of.—Jan. *Luth. Quar. Rev.*
 Holidays, The Origin of.—Feb. *P. S. Monthly*.
 Sensibilities, Training the.—Jan. *Education*.
 Music and Christian Education.—Jan. *Bibliotheca Sacra*.
 Morality, How Shall We Teach?—Feb. *Cath. World*.
 Oxford, The Late Prof. Green of.—Jan. *Yale Rev.*
 Optimism, Scientific Basis of.—Jan. *Furt. Rev.*
 Physical Training of Young Children.—Feb. *P. S. Monthly*.
 Public Schools, Perils of the.—Feb. *Our Day*.
 "Can Morality be Taught Without Sectarianism?"—(Jan. 31) *Christian Register*.
 "Moral and Religious Instruction in the.—Feb. *Meth. Rev.*
 Physical Training for Girls.—Jan. *Cassell's*.
 Seeing, Reading, and Thinking.—Jan. *Cassell's*.
 Science, Warfare of.—Feb. *P. S. Monthly*.
 Schools, Fighting-Cocks in.—Jan. *Chamber's Jour.*
 School, The Story of a.—Feb. *P. S. Monthly*.
 "Question in New York.—(Feb. 7) *Christian Union*.
 "Life, Studies of Elementary.—Feb. *Longman's*.
 "The Sacrifice of Education," Comments on.—Feb. *P. S. Monthly*.
 Technical Schools and Apprentice Laws.—(Feb. 7) *Christian at Work*.
 Will, Edwards on the.—Feb. *Meth. Rev.*
 Women, The Physical Development of.—Feb. *Scribner's*.
 "The Higher Education of.—Jan. *National Rev.*

BOOK DEPARTMENT.

NEW BOOKS.

A GRAMMAR OF THE LATIN LANGUAGE, for the Use of Schools and Colleges. By E. A. Andrews and S. Stoddard. Revised by Henry Preble. Boston: Houghton, Mifflin & Co. New York: 11 East Seventeenth Street. The Riverside Press, Cambridge. 453 pp. \$1.25.

In the thirty years which have elapsed since "Andrews and Stoddard's Latin Grammar" was last revised, opinions have radically changed as to what the contents of such a book should be, for in that time the knowledge of the Latin language has made very great progress. Professor Preble, has therefore, found himself driven further and further from the earlier form of the grammar in his revision, but, as it is seen to-day, it is characterized throughout by a combination of scientific accuracy, clearness, and simplicity. In treating the subject, the professor has made the greatest improvement in the following topics:—the order of words in the Latin sentence,—word formation,—clauses with *cum*,—relative clauses,—conditional clauses,—the regular verb,—the third declension, and metres. A complete and very valuable index is also added. Throughout the revision the needs of the beginner have been kept in mind, and when it has been necessary to introduce the results of modern philological research, it has been done in the most simple and definite manner possible. A wise feature in this revision is the omission of a mass of rare exceptions, to rules, and small irregularities.

ARISTOCRACY. A Novel. New York: D. Appleton & Co. 257 pp. \$1.00.

There is something a little puzzling in this novel, and the question rises in the reader's mind. Is this really a "take off," or a true representation of the state of English society, as represented by its aristocracy? A more amusing, and at the same time more provoking book, can hardly find its way into a leisure hour. A young millionaire from San Francisco, visits London at the request of a son of the family, whose inner life is the subject of the book, and his experiences are all an American can bear, even if he has made up his mind to be patient for the sake of the prettiest daughter, whom he finally captures. The book is well worth reading.

MASTERPIECES: Pope, Æsop, Milton, Coleridge, and Goldsmith, with Notes and Illustrations. Edited by H. S. Drayton. New York: Fowler & Wells Co., Publishers, 775 Broadway. \$1.25.

There are some poems of which the reader never tires. They are always fresh, new, and attractive. "The Ancient Mariner" is one, and "The Deserted Village," another. Both of these are found in this volume of "Masterpieces," "Pope's Essay on Man," "Æsop's Fables," Milton's "Comus," "The Traveler," and "The Hermit" are the other selections, which compose this volume. Of these well known productions and their authors, it is not necessary to say one word,—they are all too closely allied to every thoughtful reader's mind and appreciation. The compiling of such reading as these authors furnish, in the form of this well bound and nicely illustrated book, is a good and wise thing. Such a book is valuable as a supplementary reader.

A HAND BOOK FOR PILGRIMS. Thoughts By The Way. Compiled by Mary B. Dimond. Chicago: A. C. McClurg & Co., 117-125 Wabash Ave. 83 pp. 75 cents.

In dainty cream binding, with heavy paper, good type, and gilt edges, this little book makes its appearance. It is designed, as expressed by the author, for "Those who journey through this fair world on their way to one still fairer," and shows us, Morning,—The Journey,—The Country,—The Inn,—The Rainy Day,—The City,—The Mountains,—The Valley,—The River,—The Sea,—The Storm,—The Foreign Land,—The Day of Rest,—The Desert,—Going Home, and Night. The selections are beautiful and well made. The book is enclosed in a neat white ox.

SUGGESTIVE OPENING EXERCISES FOR SCHOOLS. By William M. Giffin, A. M. Copyrighted by W. M. Giffin. New York: Teachers' Publishing Co., 18 Astor Place. 55 pp. 25 cents.

This is another of the "Common School Help Series," and also, the outgrowth of a long school-room experience. There is nothing more attractive to scholars than bright and pleasing opening exercises, and Mr. Giffin has demonstrated that fact in preparing so practical and entertaining a little volume for the purpose.

FIRST STEPS IN READING. In Four Parts. Part I. By Martha A. Pease. Published by S. R. Winchell & Co., Chicago. 32 pp.

This little book, one of a series of four, is designed to be placed in the hands of children receiving their first reading lesson. The plan and object of the first lesson, is to teach the simple phrase "my slate," and the thought contained in the lesson is to present familiar ideals in a new form,—to teach the child to recognize by the eye that which he already knows by the ear, namely, words—naming an idea. The new words which the child is expected to learn are placed above the lesson. Script is introduced, also, even in the first lesson, so that the child may become accustomed at once to its appearance. Sentences too, appear as soon as possible, and they are made short and conversational in character, to secure natural expression. This series will be of great help in teaching the youngest children.

NEW YORK CHARITIES DIRECTORY. A Descriptive Catalogue and Alphabetical Analysis of the Charitable Societies and Institutions of the City. Third Edition. Compiled Under the Direction of Mr. George P. Rowell. Published by the Charity Organization Society of the City of New York. 476 pp.

By the plan adopted in this, the third edition of the New York Charities Directory, its contents are so arranged that no index is needed. Under the name of every society, arranged in alphabetical order, its location, aim, date of its establishment, the means by which its objects are carried out, the names of the principal officers, statement of the amount of work done, income and expenditure, are given. The book is large, as it must needs be, neatly bound, and altogether one of the most necessary to all persons engaged in work with various charities.

THE IMMORTAL. By Alphonse Daudet. Translated from the French. By J. M. Porcival, New York: John B. Alden, Publisher. 19 pp. Paper, 25 cents; cloth, 50 cents.

This novel created a great sensation upon its recent publication in France, and although Daudet's genius is not great in comparison with that of Hugo, or Scott, yet it is great when compared with the novelists of to-day. "The Immortal" attracts much attention. It is a satire on the famous company of the "Immortals," and any one who reads it, will discover the peculiar talents of the author. He has a very retentive memory, and extraordinary powers of description. He gives to his heroes and heroines a life-like reality, so that the reader is carried right on into the turmoil of their existence. Daudet makes his characters perform the most merciless and pitiless actions, and his powers of description are so vivid, that the reader moves on with it all, in spite of himself. Get a copy of the book and test the truth of this assertion.

ENGLISH GRAMMAR. Compiled Under the Direction of the State Board of Education. Sacramento, California. California State Series of School Text-books. Printed at the State Printing Office. 292 pp. By mail, 50 cents.

This English grammar, one of the California series of school text-books, is designed to aid in giving the pupil a culture that will enable him to understand, appreciate, and enjoy good language, and thus to lead him to acquire the habit of using good language himself. The body of the book is divided into two parts. Part I. is made to be used in the schools of California, with pupils who are including the second reader of the State Series. Believing that the sentence is the language unit, this grammar wisely begins there, and an effort has been made to introduce technical grammar with very few technicalities. Part II. reviews the parts of speech, gives nouns, pronouns, adjectives, adverbs, conjunctions, prepositions, interjections, verbs, and verbals,—due attention, with rules, and cautions, errors in their use, forms and idiomatic constructions. Punctuation and letter writing are treated in full, and the system of diagramming used, commends itself for its simplicity and expressiveness. The book is well bound, and in uniformity with others of the series.

REPORTS.

ANNUAL REPORT OF THE SCHOOL COMMITTEE OF BOSTON, 1887. Edwin P. Seaver, superintendent.

The superintendent recommends that the school committee frame a regulation to make effective the law which forbids the offering of inducements for children to absent themselves from school. He thinks that a few prosecutions under this law will create a proper respect for its requirements. In referring to the employment of day school teachers in evening schools he says: "A rule providing that sub-masters in grammar schools may be made principals of evening schools would, I think, be a positively good rule. The sub-masters in the grammar schools of Boston all are, or ought to be, candidates for the vacant masterships as they occur. But, as things are generally managed in the schools, the sub-masters have little or no opportunity to bring out their latent powers of organizing and managing a school. When the time comes for them to be promoted to a mastership, they have had little experience, in Boston at least, to fit them for the duties of that position." There was a marked falling off in the attendance of pupils five years old, and a remarkable gain in those twelve, thirteen, and fourteen years old.

ANNUAL REPORT OF THE HANNIBAL, MO., PUBLIC SCHOOLS, 1887-88. H. K. Warren, superintendent.

One of the most noticeable features of the work in Hannibal, is the growth and progress of the high school, in spite of the frequent attacks made upon it. The preparation of those who intend to teach, has been given special attention. The school population of the city in 1888, was 4,104, of whom 2,418 were enrolled in the schools.

SCIENTIFIC TEMPERANCE INSTRUCTION. Annual Report for 1888 of Mrs. Mary H. Hunt, national and international superintendent of the W. C. T. U. Boston: W. S. Best, printer, 93 Federal street.

The report says that 12,000,000 out of the 18,000,000 school children in the United States are under temperance education laws. Twenty-five state legislatures, besides the national government, have made scientific temperance a compulsory school study in their respective states and territories. During the year, Ohio and Louisiana were added to the temperance education states. At first there was a lack of the necessary text-books for teaching "the nature and effects of alcoholic drinks and other narcotics in

connection with the several divisions of relative physiology and hygiene," but this want has been in a large measure supplied. An important step, made last fall, in the direction of securing proper text-books was a syllabus, in the form of a petition to the publishers, embodying the points that should be given prominence in such books.

LITERARY NOTES.

TICKNOR & Co. announce that they will publish this month "A Daughter of Eve," by the author of "The Story of Margaret Kent," and "Safe Building," by Louis De Coppet Berg.

CHARLES SCHUBNER'S SONS will issue a new edition of Col. Hunt's army manual, under the new title, "Firing Regulations for Small Arms."

HOUGHTON, MIFFLIN & Co's February number of the Riverside Literature Series contains "Tales of White Hills and Sketches," by Nathaniel Hawthorne.

G. P. PUTNAM'S SONS announce in the Questions of the Day Series: "Outlines of a New Science," a study of industrial conditions, by E. J. Donnell; "Politics as a Duty and as a Career," by Moorfield Storey; and "The Plantation Negro as a Freeman," by Philip A. Bruce.

THE NEW ENGLAND PUBLISHING CO., Boston, have just issued a helpful volume of 54 pages entitled "Exercises for Washington's Birthday." It contains recitations, declamations, and exercises suitable to this honored day.

CHARLES A. B. SHEPARD, junior partner of the publishing firm of Lee & Shepard, who died recently, was born in Salem, Oct. 18, 1829. Mr. Shepard spent eleven years in the house of John P. Jewett, and at the age of twenty-six started in business for himself as head of the firm of Shepard, Clark & Brown. For twenty-seven years he was associated with Mr. Lee, and the success of the firm was phenomenal. The death of Mr. Shepard will probably cause no especial change in the management of the business.

D. LOTHROP CO., of Boston, are about to move into the elegant building on Washington street, opposite Bromfield, formerly occupied by Ives, Bellamy & Co. Their business is growing very rapidly, and they have now on their list more than 3,000 books devoted to every branch of literature.

BRENTANO'S will issue this month a novel entitled, "Frederick Struther's Romance," by Albert Ullmann, one of the publishers of the *Jewellers' Weekly*. Scenes of New York life are introduced that have never before been touched upon in fiction.

The first annual assembly of the Georgia Chautauqua will be held in Court House Park, Albany, Ga., March 25-30. The Normal Institute for Teachers will begin on Monday, March 18, and continue through the session of the assembly. Dr. Anderson, of Adelphi Academy, Brooklyn, N. Y., will have charge of athletics, and Dr. H. R. Palmer, of New York, will be musical director. Governor Gordon, and Editor H. W. Grady and Mr. Harris (Uncle Remus), of the *Atlanta Constitution*, are among those announced to speak. The Southern Passenger Association will sell tickets for the assembly, at excursion rates, from all points south of the Ohio and Potomac rivers, and east of the Mississippi, from March 15 to the close of the meeting.

CATALOGUES AND PAMPHLETS RECEIVED.

Course of Study for the Public Schools of Sioux Falls, Dak., 1889. L. McGarney, superintendent.

The Holy Supper is Representative: Being a brief Consideration of its Use and Symbolism, by J. R. Hoffer. And a Review of Rev. Edward Jewett's Communion Wine, by John Ellis, M.D. Published by J. R. Hoffer, Mount Joy, Pa.

Biennial Catalogue of the Hartford High School, 1888-1889. Joseph Hall, A.M., principal.

List of Books Published During the Year by John Wiley & Sons, 15 Astor Place, New York.

How to Teach Writing, by M. W. Smith, principal of public school No. 24, Buffalo, N. Y. This is a system of time-writing, the author holding that "the child should learn to read by writing."

Primary Writing, by Maria L. Pratt. Eastern Educational Bureau, Boston, publishers. The method employed in this little book is based on a careful description of what is to be done, which is given in such a way as to create an interest.

MAGAZINES.

The attractions of the *Phrenological Journal and Science of Health* for February are sketches and portraits of three noted women.—Mary A. Ward, author of "Robert Elsmere"; Margaret Deland, author of "John Ward, Preacher"; and Henrietta H. Skelton, the temperance advocate.—"Sleeplessness in Infancy," "A Mother's Frights," and "Nervous Problems" in *Babynood* for February will interest those having the care of children.—The article in the February *Contemporary Review* on "The Bismarck Dynasty" is causing a sensation. Although unsigned, it is attributed to Sir Morrell Mackenzie, and is supposed to have been inspired by the Empress Frederick. It severely criticises the present emperor.—The February *Book Buyer* has a portrait of Wilkie Collins, and a description of how the novelist writes his stories. The same number has the first portrait ever printed of the author of "The Story of an African Farm," with an interesting sketch.—The March and April numbers of the *Fortnightly Review* will contain Sir Charles Dilke's observations on his travels in India.—Readers of the *Century* who have perused the Lincoln papers from the first, will look forward with pleasure to the March instalment, the subject of which is "The Edict of Freedom." This portion of the history will complete the story of emancipation.—Those who desire to know more of the career of Henry M. Stanley should read the article on "The White Pasha," by Noah Brooks, in the February *St. Nicholas*. Besides this, the number contains an unusually fine variety of prose and verse. The best writers and artists make this the leading magazine for young folks.

Dr. Jekyll and Mr. Hyde.

Since that delightful author, Mr. Stevenson, has so suggestively written of Dr. Jekyll and Mr. Hyde we find ourselves holding our natures in closer regard, and we discover other lurking Hydes to mar the sweetest disposition and turn the most earnest and direct of us away.

Disease takes up its residence in us and develops into the most malignant and destructive of lodgers, cruel, satinate and defiant. We will not recall the various and expensive expedients to which you have vainly resorted in the desperate endeavor to expel this obnoxious tenant, but briefly call attention to a most effective agent to drive away the vandal Hyde.

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ALMA, NEB., Feb. 13, 1888.
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MEDIA, PA., July 3, 1888.
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LEAD CITY, DAK., April 24, 1888.
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TO SCIENCE TEACHERS

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Colton's Practical Zoology, recently published, is being used satisfactorily in over 100 Colleges and High Schools. Price, 80 cents.

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Shaler's First Book in Geology is in use in over 100 High Schools. Price, \$1.00.

THE TEACHER OF NATURAL SCIENCE IN THE ADELPHI ACADEMY, BROOKLYN, says: "Of all the attempts at making elementary text-books on the natural history science this is the most successful."

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Shepard's Inorganic Chemistry has already been adopted PURELY ON ITS MERITS in over 80 colleges, 300 High, Normal, and Preparatory Schools. Price, \$1.13.

D. C. HEATH & CO., Publishers, BOSTON, NEW YORK, CHICAGO.

Chittenden's English Composition.

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G. B. FINDLEY, Prin. of Schools, Freeport, Pa., writes, Aug. 24, 1888: "I have long experienced the need of a book between the ordinary grammar and text-book on rhetoric. This one fills the place to my entire satisfaction."

A. P. WILMER, Prin. of Abingdon Academy, Va., Sept. 13, 1888: "I am delighted with the original method employed. It opens many fresh fields of thought to the student."

A. R. SERVEN, Prin. Union School, Waterloo, N. Y., Nov. 19, 1888: "The great advantage of this book is in its practicability. The need of the class-room has been supplied by the diligence and intelligence of a progressive teacher."

J. J. CROWELL, Pres. Trinity College, N. C., Oct. 24, 1888: "Beyond doubt the best book in the field, to be used in the preparation of students for college. Especially is it needed in preparatory schools of the South."

MISS ANNA F. WHITMORE, Prin. Young Ladies' School, Newark, N. J., Oct. 13, 1888: "Well adapted to develop original thought, and to make the study of composition a delight, and not an irksome task." Price, 80 Cents, postpaid. Liberal terms for introduction.

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To Those Wanting Teachers.

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TO TEACHERS DESIRING POSITIONS.



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Registration will be free to those who send in their application by April 1, 1889. After that date a consultation fee of \$2.00 will be required. We, therefore, advise you to register now. Enclose a stamp at once for application blank and circulars.

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To enable us to serve you send copies of your testimonials, etc. with the application blank carefully and fully filled out. Let the endeavor be to give us the fullest information possible about your competence. We desire to register only the names of those who are really competent. The demand of school officers is for highly qualified and progressive teachers. Address the

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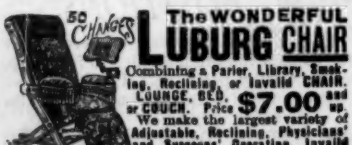
THE CALIFORNIA SOCIETY FOR THE SUPPRESSION OF VICE, SAN FRANCISCO, July 7th, 1886.

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S. C. Griggs & Co., 87 and 89 Wabash avenue, Chicago, have published some books recently that teachers would do well to examine. The first is Chittenden's English Composition, which is intended to bridge the gap between grammar and rhetoric. Prof. Hamilton, of Chattanooga University, says of Jones' First Lessons in Latin, published by the same house, "Admirable in every way. I believe it to be thoroughly adapted to the work it is purposed to cover." Jones' Latin Prose Composition also admirably meets the wants of those who are preparing for college. Prof. M. L. Fox, of the Minneapolis Academy, says: "I could not teach Latin without it. It is the best text-book on Latin prose I have seen."

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